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SECONDARY LANGUAGE ARTS HANDBOOK GRADES 7 - 12

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SECONDARY LANGUAGE ARTS HANDBOOK

Language Arts 7

Language Arts 8

Language Arts 9

English 13

English 10

English 23

English 20

English 33

English 30

Communications 21a and 21b

Literature 21a and 21b

Province of Alberta

Department of Education

September, 1972

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NOTE: This handbook is a service publication only. The official statement regarding Secondary Language Arts is contained in the Junior and Senior High School Programs of Studies. The information in this handbook is prescriptive insofar as it duplicates the official statement given in the Program of Studies.

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SECTION A

INTRODUCTION

The Secondary Language Arts Handbook is a service publication for teachers. This handbook provides ready reference to information required for the teaching of language arts from grades 7 to 12. The philosophy of language arts instruction, including objectives and skills, together with selected elements in the language arts, learning activities, course outlines, and sources of references and teaching materials are provided in the document.

The Secondary Language Arts Handbook seeks to bridge the theory of language arts teaching and actual classroom practice. Clarification and articulation of common goals in the language arts should be possible through the use of this handbook.

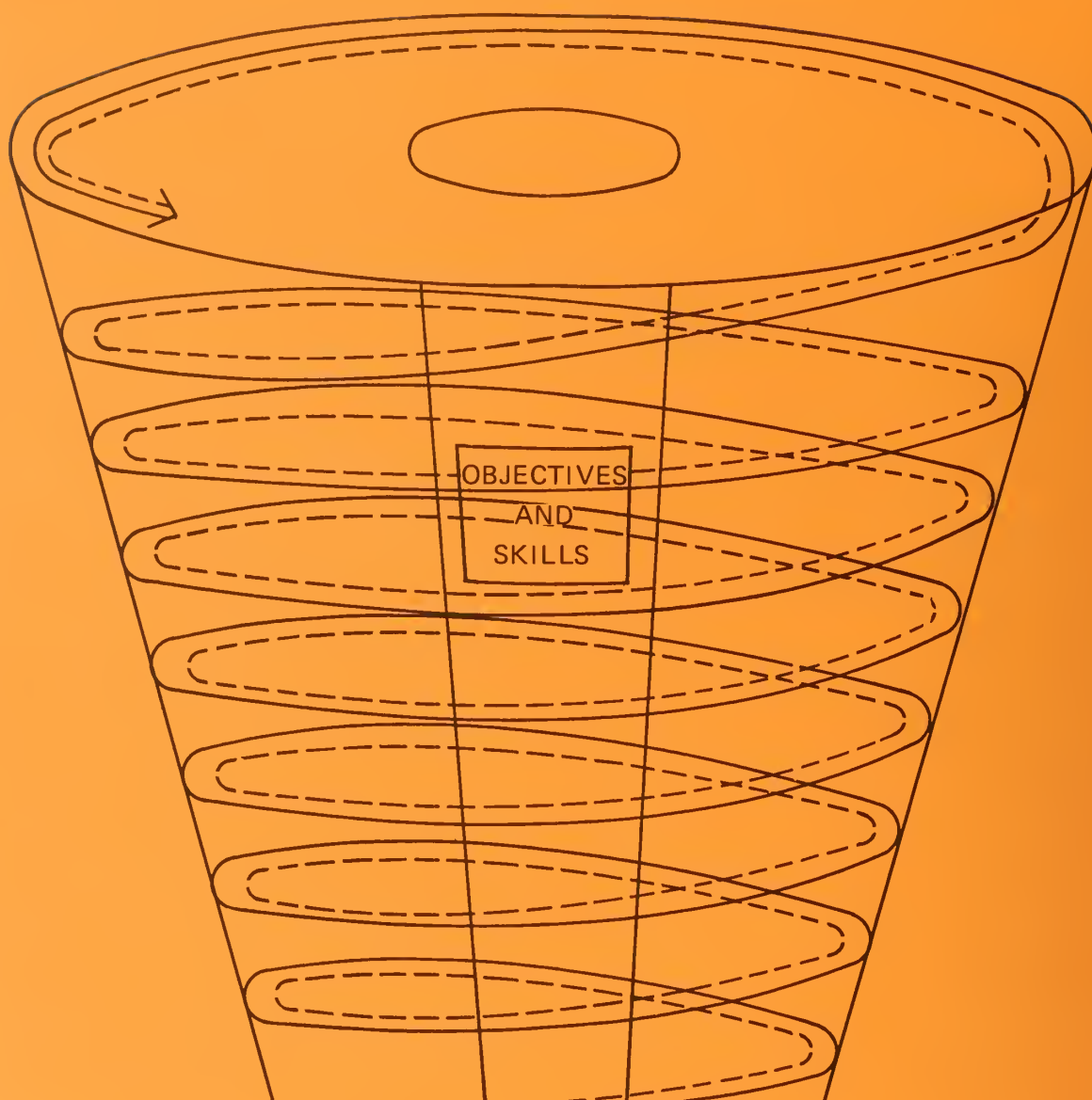
Color-coded pages appearing in the handbook indicate sections which are subject to revision from time to time. New sections will be added as curriculum revisions are completed.

Activities outlined in the section, "Learning Activities," are suggestions only and are in no way to be regarded as prescriptive or complete.

The **Secondary Reading Handbook** and the **Reading 10 Curriculum Guide** remain as separate publications.

In summary, the Secondary Language Arts Handbook is a publication intended to assist the secondary language arts teacher in interpreting, planning and evaluating language arts programs.

LANGUAGE GROWTH OF THE LEARNER



*LANGUAGE GROWTH PATTERNS

Fluency → control
 Active → oral → written
 Concrete → abstract
 Specific → general → application
 One level usage → multi-level usage
 Simple language → complex language

----- REPRESENTS ELEMENTS OF
LANGUAGE ARTS

————— REPRESENTS INTEGRATED
LANGUAGE ARTS ACTIVITIES

* For an expanded statement of the language growth patterns, see the following page.

LANGUAGE GROWTH OF THE LEARNER

Basic to the elementary language arts program are language growth patterns which continue throughout the secondary language area. Since the language development of a student may be located at any point on a continuum, the language growth patterns provide points to consider in the selection of learning activities for the learner at the elementary and secondary levels.

1. Fluency \rightsquigarrow control
Fluency in communication is a prerequisite to controlled communication. Language development studies show that students who speak more and write more speak better and write better.
2. Active \rightsquigarrow oral \rightsquigarrow written
Teachers are encouraged to provide opportunities for physical action followed by oral communication, and finally by expression in the written form.
3. Concrete \rightsquigarrow abstract
Understanding of the concrete generally precedes an understanding of abstraction. Consideration should be given to involvement in activities of action and observation before working with visual and verbal symbols.
4. Specific \rightsquigarrow general \rightsquigarrow application
Attention is often centered on specifics before arriving at generalizations, which are applied appropriately.
5. One-level usage \rightsquigarrow multi-level usage
Language growth takes place from one-level usage to multi-level usage. The learner must move to various levels of usage to match the situation.
6. Simple language \rightsquigarrow complex language
Simple structures must be understood before complex structures.

Following a determination of where the child is, the teacher and student ascertain the particular objectives and skills to be stressed for the language development of this learner. The language growth of the student is developed in the elements of the language arts through one or more of the activities of listening, speaking, reading, writing and viewing.

OBJECTIVES

- OBJECTIVE 1. To develop the ability to communicate with increasing maturity, logic and clarity in speech, writing, and in closely associated expressive arts.
- a. Meaningful communication usually demands unity, coherence, and emphasis of ideas regardless of the media used.

- e.g. - a business letter
 - an expository essay
 - giving directions orally
- b. Effective communication through film, drama, and other expressive arts depends upon both verbal and non-verbal forms of communication.
 - e.g. - creative drama
 - a student-made film
- c. Oral and written communication demands an awareness of the unique nature of personal response which results from both internal and external influences.
 - e.g. - student presentation of poetry
 - group interaction following the reading of a novel
 - student interpretation of a scene from a play
 - a valedictory address

OBJECTIVE 2. To develop the ability to listen, view, speak, read and write with insight, discrimination and imagination for the end result of personal satisfaction and enjoyment.

- a. Meaningful communication demands an increasing development of the skills of relating, organizing, synthesizing, and evaluating.
 - e.g. - preparation and presentation of a speech
 - paraphrasing of a passage
 - students' evaluation of their own writing
- b. The development of listening, viewing, speaking, reading and writing skills leads to an increasing insight into life situations, enabling the individual to judge better some of the values of mankind.
 - e.g. - group interaction in the study of a short story, novel, a poem, or a play
 - class response to a film
 - a personal essay motivated by a T.V. program, a magazine article, a film, etc.
- c. Judgement arises after comparison and contrast.
 - e.g. - the comparison of two poets living within one century
 - study of characters from a short story
 - evaluation of two speeches on the same subject
- d. Comprehension can exist at both the literal and figurative level.
 - e.g. - examination of satire as presented in classic literature and comic strips
 - study of the figurative use of language in slang
- e. The fuller appreciation of literature occurs when the relationships between content and technique are realized.
 - e.g. - the communication of thought through a poem, a play, a speech or a film

- f. The development of skills in listening, speaking, viewing, reading and writing increases the individual's sensitivity to life situations.
 - e.g. - an examination of and response to a variety of life situations as reflected in novels, song lyrics, short stories or films
 - a study of the particular use of language in such communications as an acceptance speech or a letter of sympathy
- g. The ability to respond to a variety of situations with insight, imagination, and sensitivity enriches one's total life experience.
 - e.g. - give expression to one's personal response to such things as hitting a home run, viewing a rainbow after a shower, or walking in bright sunshine
- h. Awareness of relevance and universality heighten the appeal of content.
 - e.g. - comparing current news items with occurrences within a novel, a poem, short story, or classical drama
- i. Imagination as well as intellect contribute to the fulfillment of man.
 - e.g. - role playing

OBJECTIVE 3. To examine a variety of expressed thought with a view to understanding and responding to mankind's values, customs and traits, and consequently, developing a value system with which to make decisions and to live.

- a. Sampling a variety of expressed thought enables the individual to extend his experiences, thereby increasing his understanding of, and response to the values of others.
 - e.g. - the study of the ideas expressed by poets, songwriters, journalists, novelists, biographers, historians, scientists, or dramatists of both past and present.
- b. Such an increase in understanding and response assists the individual in determining and enriching his own values.
 - e.g. - an examination of material as opposed to spiritual values
- c. The decisions which an individual makes reflect the values, conscious or unconscious, which he accepts.
 - e.g. - student personal choice of leisure reading materials
 - a personal essay on a controversial issue

OBJECTIVE 4. To encourage an appreciation of the impact of changes in style, media, and social influences upon the developing English language.

- a. The continuing growth and development of the English language has contributed to the rich and changing heritage of expressed ideas.
e.g. - growth in specific vocabulary as a result of current space exploration
- b. Speech and writing often correspond to and are affected by the developing influence of drama, film, art, music, graphic arts, dance, radio and television.
e.g. - contemporary song lyrics
- modern television and movie scripts
- c. Figurative language continues to extend meaning and explain relationships.
e.g. - study of current slang, colloquial usage, scientific jargon
- d. The communication arts reflect the characteristics and conventions of a culture.
e.g. - ballads, folk tales
- contemporary television programs
- contemporary verse

SKILLS

1. APPRECIATE AND PRACTICE THE CRAFT OF THE COMMUNICATION ARTS
 - a. Examine the relationships between ideas.
 - b. Discriminate among fact, fiction and opinion.
 - c. Use library resources.
 - d. Create a unique communication.
 - e. Employ appropriate mechanics, rhetoric, and syntax of communication.
 - f. Recognize and understand similarities and contrasts in language and media.
 - g. Discover the relationships between a culture and the expressive arts of its people.
2. RECOGNIZE AND UNDERSTAND THE MEANING, POWER, AND USE OF LANGUAGE.
 - a. Develop word attack skills.
 - b. Derive word meanings.
 - c. Use definition, classification, description, cause and effect, comparison and contrast.
 - d. Utilize denotative, connotative, and figurative language.
 - e. Identify, arrange and connect ideas.
 - f. Revise for accuracy and conciseness.
 - g. Recognize and use non-verbal forms of communication.

3. RECOGNIZE AND UNDERSTAND THE PURPOSE AND CRAFT UNDERLYING THE COMMUNICATION GENRES
 - a. Study relationships in form and content within communication genres.
 - b. Differentiate between escape and interpretive literature.
 - c. Employ techniques such as foreshadowing, character and plot development climax and exposition, denouement.
 - d. Consider the relationships of such aspects as plot, subject, theme, characterization, tone, mood, point of view, symbol, irony, fantasy to the total meaning of the communication.
 - e. Identify central idea supporting details, cause and effect, comparison and contrast.
 - f. Determine appropriate levels of usage.
4. DEVELOP A PERSONAL STANDARD BY WHICH TO JUDGE COMMUNICATING ARTS
 - a. Secure a total impression of a communication and its relationship to personal experience and ideas.
 - b. Make inferences and judgements about the total impression of a communication and its relationship to personal experiences.
 - c. Find pleasure in the communication of one's personal dreams and prophecies.
 - d. Become sensitive to the communication arts in a variety of cultures.

KNOWLEDGE AND SKILLS OF LANGUAGE: LISTENING, SPEAKING, READING, WRITING, VIEWING IN A VARIETY OF GENRES AND MEDIA.

- (a) Coherence achieved through order, accuracy, clarity, using any successful form of grammar, and including the mechanics of punctuation and spelling.
- (b) Understanding and skill in using a variety of sentence structures ranging from the simple sentence to the multi-paragraph written response.
- (c) Understanding and skill in using words, phrases, sentences, and paragraphs to produce clear, accurate, interesting exposition, description, narration, argument, dialogue and verse, as well as various forms of media script.
- (d) Originality of expression achieved through understanding and use of the well-chosen word or phrase, including, where appropriate, the use of graphic material.
- (e) Choosing and using with effectiveness the style of expression appropriate to theme, tone, audience, situation, and media.
- (f) Understanding and using the techniques of idea development including comparison and contrast cause, and effect, definition, pro and con development, induction and deduction, logic, sequence of ideas, and graphic arrangements.
- (g) Understanding and using the specialized rhetoric of the media: film, television, still pictures, radio, records, tapes, graphics.

ENTS IN THE LANGUAGE ARTS

KNOWLEDGE AND SKILLS OF TELEVISION AS FOUND IN PRINT, FILM, RECORDS, TAPE, TELEVISION AND RADIO		
GRADES SEVEN		TWELVE
SETTING	a. Appropriateness to plot and mood b. Influence on — character — action — conflict — plot	
PLOT	a. Action, adventure b. Simple plot with a happy ending c. Simple foreshadowing d. Sequence of events leading to climax e. Subtle foreshadowing f. Illustrating character and theme g. Increasing understanding of complex and unconventional situations h. Effectiveness	
CHARACTER-IZATION	a. Revelation through speech and action b. Clear-cut, direct character development c. Stereotyped d. Evoking strong, emotional response e. Dynamic f. Evoking strong intellectual as well as emotional responses g. Credibility h. Symbolic	
CONFLICT	a. Clear-cut presentation of three basic conflicts — Man vs. Man — Man vs. Environment — Man vs. Group b. Reasons underlying the conflict c. Alternative solutions to the conflict d. Wider spectrum of human conflict as seen in — Man vs. Himself — Man vs. Fate — Man vs. Society e. Development of the conflict and its resolution f. Consequence of this resolution.	
MOOD AND TONE	a. Recognition of clearly established mood and tone b. How they are produced c. Ways in which the presentation affects the tone d. How subtleties of mood are maintained e. How points of view maintain mood and tone	
THEME	a. Readily identifiable themes b. As related to the world of the student c. As related to the values of the student d. Universality e. Increasing subtlety f. As related to the values of other people.	

SECTION B

LISTENING ACTIVITIES

In his study of the language arts the student should become aware of the need for alert listening and be given the opportunity to practice this skill through many listening activities, some of which are listed below:

Informal Listening Tests and Games

Examples:

1. Instructions: You will hear the directions and questions only once. Follow each carefully and promptly in order to avoid confusion. Do not mark your paper until told to do so.
 - a. Write your name, given name first, on the first line next to the left margin.
 - b. Write "Listening Test" in the centre of the second line.
 - c. Write the date, using the name of the month, on the top line at the right side of the paper.
 - d. Using Arabic numbers, number your paper from 1 - 9, record your answers for the following questions beginning on the fourth line down.
 - i Write the name of the day before yesterday.
 - ii Write the number of this room.
 - iii Write the letters that are omitted in this reading of the alphabet a, b, e, d, f, g, h, j, k, l, m, n, p, r, s, t, v, x, y, z.
 - iv Write the name of the last legal holiday.
 - v Write the name of the position of our school in the divisions of the school system.
 - vi Write the number of the hour when both hands of the clock are in the same position.
 - vii Name the winter sport for which Banff is famous.
 - viii Write the sum of 3, 6, 7, 5 and 2.
 - ix Write the date in figures, using dashes between the numbers.
2. Instructions: Try this listening game to see how well you understand directions and see how quickly you can follow them. Some of the questions are nonsense, but they are a good test of your listening ability. Number your paper from 1 - 9. You will hear the directions only once.
 - a. Write **yes** no matter with what letter your name begins.
 - b. Of the words **school** and **box** write the shorter.
 - c. Write **no** even if you think cows are larger than dogs.
 - d. Write the numbers 2, 7, 9, 5, 8 and circle the largest.
 - e. If you circled 7, make a square; if not, make a cross.

- f. If birds can't fly, complete this sentence - "Hens lay —."
 - g. If $3 \times 2 = 8$ make a circle; if not, make two dots.
 - h. Give the wrong answer to this question: "Are you in Canada?"
 - i. If John A. Macdonald was not the first Prime Minister of Canada, write the shorter of the words **red** and **green**; if he was, sign your name.
3. Have students give oral directions for locating a place of interest in the vicinity. The other students should be able to locate the place.
 4. Read directions for a game. Ask the students to play the game.

Activities to Develop Alert Listening

1. For one full minute, have students listen to the different sounds around them in the room, in the building, or outside, and identify each.
Compare the sounds heard by the individuals in the class.
2. Relaying messages. Divide the class into two teams. Copies of the message are handed to the team leaders. Each leader whispers the **message** once to his next team mate who repeats it to the next. The last person in each team writes the message and gives it to the teacher who determines which team listened most accurately.
Discuss how the message was altered by faulty listening.
3. Without note taking, listen and summarize what you hear in the following situations:
 - a. teacher - lecture
 - b. assignment instruction
 - c. panels, debates
 - d. conversations
 - e. radio and television broadcasts
 - f. speeches, forums

Activities to Develop the Ability to Adjust to Distractions

1. Suggest ways of adjusting to distractions such as traffic noises, movement of people, ringing telephones, radio or television.
2. Some members of the class listen to a radio speech, or a record, while others go about their normal activities. Report the speech to the class. Let the rest of the class judge the accuracy of the report.

Recognition of Central Ideas

1. Develop this skill by learning techniques which can be taught in class rooms.
 - a. recognition of conventional organization power
 - b. divisions through use of transitional language

- c. recapitulation
- d. relationship of speech to preceding, or following material
- 2. Summarize radio and television speeches.
- 3. Listen to student - readings from newspaper, magazines, or literature. Answer questions and discuss accuracy of answers.
- 4. Read a short paragraph to class, as effectively as possible.
Prepare the following
 - a. A statement in different words, which suggests the central idea of the paragraph.
 - b. A statement expressing an entirely different point of view.
 - c. An accurate rephrasing of one of the details.
 - d. A deliberate misrepresentation of the passage.
 - e. An exact re-statement of the paragraph in your own words.
 - f. A statement which is only partially true.

Appreciative Listening

- 1. Listen to drama, and respond by describing a scene, discussing a character, or explaining the mood.
- 2. Listen to different kinds of music and compare form, instruments, or rhythms.
- 3. Listen to poetry of modern, romantic, renaissance, or middle ages. Compare ideas, connotations, forms, or approach to subject.

SPEAKING ACTIVITIES

Activities in speaking are designed to help the student to communicate in both small and large groups. For the development of facility in speaking, the following activities are offered for the teacher's consideration:

- 1. Conventions of idea development:
 - definition
 - example
 - comparison and contrast
 - analogy
 - reason
 - cause and effect
 - classification
 - induction and deduction
- 2. Logic and argumentation in conversation and informal discussion; for example, tapes, telephone, and/or simulated conversations.
- 3. Re-enactment of famous trials or creation of new ones.
- 4. Panel discussion: planned small group discussion followed by audience participation.
- 5. Forum: one or more speakers on a specific topic followed by questions, comments by the audience and summation by the moderator.
- 6. Symposium: three or four set speeches, panel discussion among the speakers, remarks and questions from the audience.

7. Formal debate
8. Meetings employing parliamentary procedure.
9. Impromptu and/or prepared speeches:
 - introduction of a speaker
 - acceptance
 - dedication
 - eulogy
 - Remembrance Day
 - Graduation Day
 - farewell
 - after-dinner
 - commemoration
 - nomination
 - student elections
 - weddings
10. Multi-level speeches on same topic to be delivered to different audiences.
11. Interviews; for example, employment, personal.
12. Buzz sessions
13. Readings; play, poetry, story, choral.
14. Critical commentary: films, books, television.
15. Re-creation of televised talk programs and other simulations.
16. Travelogue presentation with slides.
17. Dramatizations and role playing.
18. Jokes, anecdotes, parodies.
19. Directions
20. Inquiries
21. Sales techniques
22. Oral reports
23. Analysis of speaking techniques through visits to courts, school board meetings, debates, plays, legislature and other relative events.

READING ACTIVITIES

A student should master essential reading skills and associated activities in order to gather information and add to his reading enjoyment. The following service publications published by the Department of Education provide valuable suggestions for the development of these skills:

Reading 10 Curriculum Guide **Secondary Reading Handbook**

The following suggestions represent a sample of the activities one might undertake.

1. COMPREHENSION

- a. Select the main idea from a series of short selections.
- b. Phrase titles for brief paragraphs of reading material.
- c. Search for topic sentences in paragraphs.
- d. Practise composing words or phrases expressing main ideas of paragraphs.
- e. Find groups of words which make certain ideas more vivid.
- f. Select the main idea and then list the supporting details.
- g. Note the use of key words as a source of comprehension.
- h. Guess the meaning of strange words from the context and then compare with dictionary meaning.

2. VOCABULARY GROWTH

- a. Give dictionary practice, including skill in using the alphabetic arrangement, interpreting pronunciation keys, abbreviations, and symbols, noting languages which have contributed to the English language.
- b. Practise finding synonyms for some words in the reading selection.
- c. Study and use affixes.
- d. Practise recognizing words which are often confused because of similar spelling.
- e. Change scrambled syllables into words.
- f. Use word games such as Scrabble and Crosswords.

3. READING FOR SPECIFIC DETAILS

- a. Select specific details which support the main idea.
- b. Separate facts from opinions.
- c. Determine the purpose for facts presented in a selection.
- d. Extract facts from various kinds of material. Use baseball box scores, maps, graphs, timetables, telephone books, recipes, advertising, and similar material.

4. ORAL READING

- a. Provide the opportunity for silent reading before oral reading.
- b. Interpret lines in prose and poetry orally.

5. SKILL IN INTERPRETING

- a. Read short selections to determine the purpose of the author.
- b. Determine how the author attempts to accomplish his purpose.
- c. React to what is read, giving approval or disapproval, agreement or disagreement, thoughtful opinion.

6. LITERARY APPRECIATION

- a. Extract significant words and phrases which delineate character.
- b. Find and interpret picture-making words and phrases.
- c. Investigate historical background of some literary selections.
- d. Use biographical references to learn more about specific authors.

7. REACHING CONCLUSIONS

- a. Draw conclusions from reading parts of a selection. Check conclusions when the entire selection is completed.
- b. Determine cause and effect.

8. ADJUSTING TO DIFFERENT TYPES OF READING MATERIAL

- a. Determine the purpose for reading a selection and adjust the reading rate accordingly.
- b. Develop skills needed for various types of reading; for example, previewing, skimming, scanning.
- c. Practise skills to be used in work-type material. (For example, selecting and using references, distinguishing between the relevant and irrelevant, the important and the unimportant, judging the adequacy of the information, following directions, selecting and recalling information).
- d. Develop accuracy in reading directions; for example, medicine bottles, packages, schedules and road maps, menus (English and French), recipes, "how to assemble", "how to operate", contracts, business forms in common use, bank statements, advertising, including correctly interpreting such things as "Free" or "Big 25¢ Bonus" offers, labels on clothing, food and other merchandise, with their meanings and implications, warranties and guarantees.

WRITING ACTIVITIES

JUNIOR HIGH SCHOOL

PURPOSE:

For the majority of students at the junior high level, the ability to speak and/or write well is a developing skill, not a gift. Motivation is of prime importance. Since oral reaction to ideas facilitates written response, teachers may use the following suggestions to develop skills in either speaking or writing. Explore this random list of ideas for topics related to expression in prose and poetry.

1. Finish this idea; "Christmas is _____"
"Love is _____"
"Loneliness is _____" (prose or poetry)
"Happiness is _____"
"If I could fly I'd _____"
2. Slip outside to watch the snow falling. Come in and describe it.
3. Imagine that you are a discarded pair of shoes. Describe your feelings.
4. Console your mother after she finds her first grey hair.
5. Examine your hand; think about what it can do. Try working without it; for example, fold paper, put on a jacket. React and explain how you feel.
6. Talk to a bug as it climbs up your leg.

7. You're in a jet. The message comes. A crash landing is inevitable. Describe your thoughts and emotions.
8. The classroom P.A. crackles on, "You have been breathing poisonous gas all day from the plants; you will die before six tomorrow . . ." Re-late what you would do in your last hours.
9. Examine a picture of a crying child. Be that child. Describe that child.
10. Go out and watch the clouds of an approaching storm. Describe what you see.
11. Prepare your parents for the first report card of the year.
12. Choose your favorite piece of clothing (jeans? ragged sneakers?). De-fend your choice.
13. You've just awakened one day during summer vacation. What are your thoughts?
14. Blindfold some of your classmates and send them on errands all over the school. Let them describe their thoughts about being blind.
15. Try to convince someone to agree with your choice of favorite sports or entertainment personality.
16. Pretend to be someone's pet. Tell your young master how you feel about your treatment.
17. Write a story ending for a story which ends: Slowly Dr. Major turned to face her. It's all right, Anna; he'll be all right."
18. Discuss a "sick" Hallowe'en trick such as a man putting razor blades in chocolates. Write the man a letter.
19. Describe the kind of car you'd like. Use an illustration if you wish.
20. At this moment you are about to make your first parachute jump. Describe your thoughts and emotions.
21. You are waiting for your turn to give a speech in front of others. Describe how you feel.
22. Try some "how to's"; e.g., How to make a cake flop, or, How to fail a test.
23. You go into the garden . . . lucky you . . . you get a hoe . . . you raise the hoe . . . lower it . . . it hits the earth . . . a voice cries 'Ouch!' Tell what happens and to whom.
24. "Little brothers (sisters) are wonderful." Here is a chance to practise sarcasm.
25. Blizzard. Relate an experience.
26. Lie on the grass and imagine what the world looks like from the view-point of an ant.
27. Look in a mirror. Describe what you see.
28. Predict your life during the next decade.
29. Think about people you admire. Why do you admire them?

30. Zip outside to feel the wind; then zap in to describe it!
31. A child has just been ridiculed because of his race. He happens to be your foster brother. What can you tell him to help him understand?
32. After a lesson on hyperbole describe how you feel, after several hours of hard work. (Remember to exaggerate).
33. Write an autobiography of any creature; e.g., a worm, a frog, or a bird. Be humorous if you wish.
34. There has been a severe snowstorm in the city. Write the resultant dialogue between the city workers, the taxi drivers, or the garagemen.
35. You are a brand new school book. Narrate your first year's experiences.
36. After a discussion of similes, tell how:
 - a beaver is like a typewriter
 - a door bell is like a rattle snake
 - a piano is like a turtle
 - an alarm clock is like an eagle
37. Find a picture of a sad-looking lion. Write a paragraph entitled "The Ferocious Lion".
38. Write the words for a modern melody.
39. Balloons are fascinating. Throw one up and describe its antics.
40. You have lost your mother's diamond ring down the sink. Panic! Tell how you recover it.
41. Describe a scarf in a free verse poem which looks like a scarf.
42. Write a poem about a strange clock which has the rhythm . . . tick tick tock . . . or a poem about drums with a rum-pa-pa-pum beat.
43. Sit somewhere in the school and listen to the sounds of silence for five minutes. Describe what you heard.
44. Write about a Christmas with no money for gifts or fancy foods.
45. Try to finish this statement, "The world would be better off without"
46. Set up an itinerary for your trip around the world.
47. Develop this statement: "I get scared when I go to the hospital . . . dentist . . . principal's office, etc."
48. How do you think it feels to be the moon these days?
49. Write two more lines for this poem:

On Sunday he came for afternoon tea,
there we sat, Mom, Mr. Trudeau and me.
50. Draw some abstract figures and write free verse to go with each.
51. Imagine the sound of a garden growing. Perhaps tape some imaginative sounds. Now write a description of the growing garden.
52. Contrast or compare:

loneliness with an enormous canyon
ice and an enemy's smile
a carrot and a sunny day

53. Discuss methods parents use to punish children. Write a short speech advising parents of the most effective methods.
54. Write a **Children's Guide to Bugging Parents**.
55. Imagine life if you could not hear. Write a paragraph entitled "My Silent World".
56. You are in a country where no one can speak English. You get lost. Tell what happens to you.
57. Write a character description; for example, a poor old lady rummaging in a garbage can, or a spoiled child.
58. View a film. Write a character sketch of the person you liked best in the film.
59. Imagine that you have moved to a new home. Describe your adjustment to the new situation.
60. Write a dialogue between
 - a. a weiner and a hot dog bun
 - b. father and son after son wrecks the car
 - c. two small children discovering a caterpillar

WRITING ACTIVITIES

SENIOR HIGH SCHOOL

It is hoped that as a result of a year's work in literature, each student will have grown in the following:

THE ABILITY TO EXPRESS IDEAS clearly in writing, using a level of English appropriate to the topic and the situation. In an informal situation there is nothing incorrect about calling someone a square, or a creep, or a nice guy, or a pretty good fellow. However, in discussing Clyda Griffiths in **An American Tragedy** or the villages in "The Lottery," students should choose words that will describe character with precision. Terms like callous, ruthless, ingenious, ingenuous, versatile, integrity and introvert, have a place in a classroom where human behavior is being analyzed.

THE ABILITY TO SUPPORT IDEAS by reference to the selection being discussed or to the life of its writer or to other selections and to revise opinions in the light of new information.

The following may suggest some of the ways in which literary selections can be used as a basis for discussions about language and rhetoric:

1. Examine some of the vocabulary used in a selection, giving some attention to:
 - derivation and changes in the meaning of words (etymology)
 - levels and varieties of usage that depend upon time, place and situation
 - illustrations of national and regional dialects

- words like recognize, cognomen, and incognito that are related to each other by being structured from the same roots.
2. Give some attention to semantics including:
 - denotation and connotation
 - "loaded words"
 - "purr words"
 - "snarl words"
 3. Increase meaning vocabulary through the use of:
 - context clues
 - past experience
 - knowledge of roots and affixes
 - dictionary
 4. Analyze the sample paragraphs for effective use of:
 - balance
 - parallelism
 - parenthetical expressions
 - interruption
 - change of word order
 - loose, periodic, and aggregating sentences
 - coordination and subordination
 5. Figurative language assists the reader to visualize and to respond. Examine the writer's use of:
 - irony
 - paradox
 - imagery
 6. Examine the ways in which writers organize their material to achieve unity and continuity.
 - What are the main ideas?
 - Is support for the ideas based upon the writer's opinion, his experience, observation, experiment, reading, or statements of authorities?
 - How are the writer's paragraphs developed - by anecdote, illustration, examples, comparison, contrast, narrative, or a combination of these?
 7. Identify the effective use of:
 - the choice of words, figures of speech, sensory impressions, implication and symbolism
 - parallelism and sentence structure
 - essay structure - the relationships of paragraphs, coherent development, transitional devices, introduction and conclusion.

The Essay

After studying the styles of various writers, written exercises such as the following are suggested:

1. The satirist aims at improving humanity by holding its foibles up to ridicule. Choose any essayist using satire.

- a) Identify what he is satirizing.
 - b) Discuss his use of such satirical techniques as irony, exaggeration, holding a mirror to life, ridicule.
2. Referring to essays from different periods, discuss whether man's attitude to woman has changed.
3. Discuss twentieth century essay writers as a mirror of our modern society and its problems.
4. Compare two essayists as commentators on human behavior.
5. Which essay in the anthology dovetails with YOUR philosophy of life - and why?
6. Views on education have been presented in a number of selections you have studied this year. Choose the writer of one of these and give his probable opinions on the school you are attending. Include his evaluation of the facilities, curriculum and the instruction provided.
7. "The observations of great writers are not pertinent only to the time in which the authors lived. Their conclusions are applicable to today's society and problems." Discuss the validity of this statement with specific references to any three essays written before the twentieth century. Write brief notes on your findings.
8. "Every essay is a personal essay because the essayist expresses his personal viewpoints and gives evidence revealing the influences in his own life." Show how this statement can be applied to the work of any three essayists studied during this course.
9. Nonfiction aims at "the truth of correspondence"; that is, nonfiction should present information which corresponds to the facts of the world. Comment in writing on any two essays you have studied this year that support or refute this statement.
10. Comment on such statements as:
 - a) "What I like in an author is not what he says but what he whispers."
 - b) "One hates an author that's all author."

The Short Story

Many of the following topics have direct correlation with literature selections in English, any one of which might be used for a written exercise.

1. My idea of an isolated paradise.
2. Learning about the world during the summer.
3. Driving by night; thoughts and feelings.
4. Myself as seen by: (a) my parents, (b) my teachers, (c) my friend, (d) myself, (e) my grandparents, (f) my brother or sister.
5. How I judge people
6. Discuss the possibilities of two young adults with radically different intelligence levels forming a successfully permanent friendship.

7. The problem of discipline . . . IF I WERE A PARENT!
8. The young adult as seen by the adult world . . . and the truth!
9. With what kind of much older person would you find it possible to live happily?
10. The most inspiring person I have ever known.
11. A book or movie, or television program that changed my attitude.
12. The world of youth reflected by movies.
13. If I decided to join an overseas volunteer service, to what section of the world would I ask to be sent . . . and why?
14. Education for my children.
15. The importance of money.
16. Some people live alone . . . and like it: others live alone . . . and look it.
17. The equality of the sexes.
18. What constitutes happiness.
19. If life hands you a lemon . . . make lemonade!"

The Novel

1. Prepare a 5 minute movie preview of a novel using:
 - a written script
 - 35 mm. slides with narration
 - 8 mm. film with narrations
 - captioned pictures for opaque projectors
 - transparencies for overhead projector
2. Chart examples of foreshadowing with the ensuing developments within the novel.
3. The narrator's viewpoint is of vital importance in most fiction. Why did the author use this particular viewpoint or viewpoints in the novel you studied? Justify the author's choice of point of view in the novel. Compare and contrast this point of view with that in another novel.
4. Show how one scene vividly dramatizes a main character and at the same time relates to the plot development of the entire novel.
5. Which character in the novel would you find it easy to live with and why? Difficult to live with and why?
6. It is enlightening to learn from the mistakes of others through the reading of novels. What mistakes were made by characters in the novel you have studied? How could these mistakes have been avoided?
7. A writer is sometimes able to create in the reader a feeling (love, respect, sympathy, or antipathy) toward one or more of the characters in a novel. What feeling did you have for each of the following characters? How did the writer manage to engender this emotional response?

Poetry

1. Listen to recordings of poetry selected by the students and/or teacher. Comparison of contemporary folk music and old ballads will enable students to see that this form of expression is timeless.
2. Ask students to present poems they have written. These may be read, sung, or read with a background of music, sound effects or graphics. Encourage a variety of poetic forms.
3. After sampling various types of poetry, consider such questions as the following:
 - What mood does the poet create?
 - If the poem is satirical, what or who is being satirized?
 - What role do poetic devices play? How effective are they?
 - Why do you like (or dislike) it?
 - Wherein lies the humour?
4. Writing activities based on poetry lend themselves to creative response; for example:
 - a. Poet's corner composed of examples of students' writing, publishers' reviews, and pictorial illustrations.
 - b. Two-student debate, using prepared notes, on the meaning of a poem; for example, **Death of a Hired Man, Stopping by the Woods.**
 - c. Samples of pupils' poems for the school newspaper.
 - d. Collection and collation of favorite poems of pupils in the junior levels containing titles, the poems, and reasons for choice.
 - e. Frequent bulletin board displays related to poets and their works.
 - f. Television featurette of two minutes on a topic such as "What I think of Robert Frost?".
 - g. Three-minute introduction to the readings of a poet.
 - h. Imaginary interview with a poet, for example, Don Marquis, William Shakespeare.
 - i. Biography of a poet in graphics and captions.
 - j. Pictorial illustration of students' writing.
 - k. Dramatization of a poem.
 - l. Summarization of a toast to the bride, a father and son banquet address, or a valedictory in poetry; for example, haiku

The Drama

To involve students with drama as an art form, direct them to one or more of the following activities:

1. Support or refute one of the following quotations in the light of the play you have just read.
 - "At the heart of every drama is the success or the failure of an attitude towards life."
 - "Life is a comedy to those who think. It is a tragedy to those who feel."
 - Jake Shubert, the producer, once left a theatre saying: "It's a bad play. There was nothing in it to root for."

- For the serious, strong play: "The immemorial job of the drama is to show us how and why we suffer."
 - "In every drama we see an individual at the end of his tether."
2. Compare reviews of a particular play.
 3. Write about one of the following:
 - a. an idea for a TV show which they think would attract a large audience but which, to their knowledge, has never been tried.
 - b. a TV program, film or play and discuss how creative thinking could give it more richness, meaning, significance;
 - c. whether TV, movies, or theatre is living up to its public responsibility. Identify imaginative and unimaginative TV productions. Stimulate thinking about the problems of the script writer today, particularly the frequently stifling power of the sponsor.
 4. Assuming you are the play's director, write a paragraph of advice to the actors who are playing the chief character roles in this play.
 5. Choosing an appropriate excerpt from the play, rewrite it as a short film or television script giving camera instructions.
 6. Prepare notes for a personal participation in a panel of theatre critics for audio or video taping.
 7. Rewrite any one page of the script which you think was dramatically ineffective.
 8. Rewrite a favorite ballad as melodrama.
 9. Write a new ending for the play.
 10. Script a scene from a novel.
 11. Assuming you are the director of the play, write a physical description of each of the characters. In a discussion period justify your reasons for selection of specific physical features.
 12. You are the wardrobe mistress. Describe the costumes to be worn and justify your reasons in each case.

VIEWING ACTIVITIES

The art of viewing can be more highly developed through purposeful planning. The following suggestions may be helpful.

1. Use media such as pictures, slides, film, television, field trips, comic strip, photo stories, to sharpen awareness of —
 - a. the significant as opposed to the insignificant
 - b. visual symbolism, metaphor, humour, irony, satire . . .
 - c. combined images which suggest a point of view or a theme
 - d. meaning through antithesis (i.e., life situations presenting opposing points of view)
2. Plan and write a film script with the VISUAL point of view emphasized.
3. Consider the emotional responses resulting from viewing.

4. Examine textbook format and discuss the effectiveness of such features as art work and layout.
5. "Write" with a camera lens, overhead transparencies, cartoons, or a collage. "Read" the pictures produced, realizing that every picture tells a story.
6. React to the concept that "one sees what he wants to see". Compare class reactions to the same visual message and discuss the reasons behind selective perception.
7. Discuss the strengths and weaknesses of educational television series.
8. Study cartoons which tell a story metaphorically, remembering that some of the best cartoons have no captions. Provide the opportunity for drawing cartoons and/or providing captions for them.
9. Analyze advertising which uses visual stimuli to create a desired response.
10. Encourage film appreciation from the visual points of view.
11. Weigh the effects of environmental influences. React to the impact of light, color, shape or structure upon the individual?
12. Discuss non-verbal communication; for example, mannerisms, facial expression.

SECTION C
JUNIOR HIGH SCHOOL LANGUAGE ARTS CORE PROGRAM

INTRODUCTION

Because the language arts program at the junior high school level is under current revision, the information which follows represents a statement regarding curriculum trends in language arts instruction, plus a brief outline of existing courses and a list of the currently recommended texts.

Language arts refers to the growth in proficiency of the communication skills; namely, listening, speaking, reading, viewing and writing together with the study of literature in its broadest sense. As an integral part of the total language arts program, literature should be integrated as well as correlated with language. However, it is not suggested that literature be a vehicle only for developing communication skills. There will arise occasions when language or literature will receive separate attention and emphasis.

Program Outline

Grade VII

1. Writing Skills:
 - a. Single and multiple paragraph composition and reports
 - b. Summaries and note-taking
 - c. Friendly letters
 - d. Spelling
 - e. Vocabulary development
 - f. Handwriting
 - g. Punctuation
2. Speaking and Listening Skills.
3. Reading Skills
4. Grammar

Grade VIII

1. Writing Skills:
 - a. Single paragraphs with stress on expository, descriptive, and narrative writing
 - b. Reports
 - c. Outlines
 - d. Social and courtesy letters
 - e. Spelling
 - f. Vocabulary development
 - g. Handwriting
 - h. Punctuation
2. Speaking and Listening Skills
3. Reading Skills.
4. Grammar.

Grade IX

1. Writing Skills:
 - a. Single and multiparagraph reports, compositions, short stories, speeches, etc.
 - b. Summaries and outlines.
 - c. Business letters.
 - d. Spelling.
 - e. Vocabulary development.
 - f. Handwriting.
 - g. Punctuation.
2. Speaking and Listening Skills.
3. Reading Skills.
4. Grammar

GRADE VII LITERATURE

1. Literary Forms and Versification

Although Grade VII students should have an understanding of conventional forms of poetry such as narrative and lyric, emphasis on the details of such forms is to be avoided.

In the structure of poetry a sense of rhythm and the ability to identify the iambic pattern are considered to be sufficient. Only such figures of speech as the simile, the metaphor, and alliteration should be identified and understood by the Grade VII student.

The study of prose forms should be limited to the identification of folk tales, myths, legends, fables, and short stories without analysis of their characteristics.

2. The Novel

See the section entitled "The Novel in the Junior High School."

3. Creative Writing

Creative writing should be fostered in accordance with the interests and talents of the pupils.

GRADE VIII LITERATURE

1. Literary Forms and Versification

In general, the study of literature in Grade VIII should approximate that suggested for Grade VII, but it is expected that a higher level of understanding and knowledge will be achieved.

In the study of the structure of poetry, for example, the teacher should plan to extend the student's knowledge of poetic forms and terms so that he will be assured of a wide experience with the types of material suggested for Junior High School.

2. The Novel

See the section entitled "The Novel in the Junior High School."

3. Creative Writing

Creative writing should be fostered in accordance with the interests and talents of the student.

GRADE IX LITERATURE

1. Literary Forms and Versification

By the end of Grade IX, a student should have a reasonable understanding of the following:

Poetry

- a. Types
 - i Narrative
 - ballad
 - epic
 - ii Lyric
 - sonnet
 - elegy
 - ode
 - haiku
 - limerick
- b. Stanza Forms
 - i Couplet
 - ii Quatrain
 - iii Sestet
 - iv Octave
- c. Figures of Speech
 - i Simile
 - ii Metaphor
 - iii Personification
 - iv Hyperbole
- d. Versification
 - Meter
 - Types of metrical feet
 - Iambic
 - Trochaic
 - Length of lines
 - Monometer
 - Dimeter
 - Trimeter
 - Tetrameter
 - Pentameter
 - Hexameter
 - Heptameter
 - ii Rhyme
 - Internal, end
 - Masculine, feminine
 - Blank verse, free verse
- e. Word and Sound Usage

Prose

- a. Types
 - i Novel
 - ii Short story
 - iii Biography
 - iv Essay
 - v Drama

The teacher is reminded that the treatment of literary forms and versification is **not** to be taught in isolation but in context during the general instruction of poetry.

2. **The Novel**

See the section entitled "The Novel in the Junior High School."

3. **Creative Writing**

Creative writing should be fostered in accordance with the interests and talents of the pupils.

RECOMMENDED TEXT BOOKS

Grade VII - **Just English 1:** Chorny et al

Patterns for Writing 1: Dashwood-Jones and one of:

MacMillan Spelling Series, Book 7

Basic Goals in Spelling, Grade VII

Safaris I by Coutts and Chalmers

Poems for Boys and Girls by Morgan and Routley

Plays as Experience by Zachar

Novels - See the section entitled

THE NOVEL IN THE JUNIOR HIGH SCHOOL

Grade VIII - **Just English 2:** Chorny et al.

Patterns for Writing 2: Dashwood-Jones

and one of:

MacMillan Spelling Series, Book 8

Basic Goals in Spelling, Grade VIII

Safaris II by Coutts & Chalmers

Poems for Boys and Girls by Morgan and Routley

Plays as Experience by Zachar

Novels - See the section entitled

THE NOVEL IN THE JUNIOR HIGH SCHOOL

Grade IX - **Just English 3:** Chorny et al

Patterns for Writing 3: Dashwood-Jones

Safaris III by Chalmers and Coutts

Poems for Boys and Girls III by Morgan and Routley

Plays as Experience by Zachar

Novels - See the section entitled

THE NOVEL IN THE JUNIOR HIGH SCHOOL

The Novel

The study of the novel at the junior high school level has been approved by the Secondary Curriculum Board for introduction into junior high school language arts programs in September, 1972. While this study may be optional at the Grade 7 and Grade 8 levels, it is compulsory at the Grade 9 level.

See the section entitled "The Novel in the Junior High School" for direction and assistance in this area.

Drama

The following grade level groupings for the plays contained in **Plays as Experience** by Zachar, are suggestions only.

Grade	Type	Theme	Title
7	Folk Play	Romance	Goodbye to the Lazy K
7	Comedy for TV	Romance	She Walks in Beauty
7	Murder Mystery	Human Relations	Trifles
7	Tragedy	Human Relations	The Fifteenth Candle
8	Comedy	Romance	Three's a Crowd
8	Farce	Pride	The Boor
8	Tragedy	Personal Values	Back of the Woods
8	Fantasy	Supernatural	The Devil and Daniel Webster
9	Comedy	Romance	Sparkin
9	Melodrama	Human Behavior	The Valiant
9	Tragedy	Human Relations	Pawns
9	Melodrama	Intrigue	Ring of General Macias
9	Tragedy	Human Behavior	Sounds of Triumph
9	Tragedy	Prejudice	Jacob Comes Home

Reading

The **Secondary School Reading Handbook** (1969), a separate publication, provides a valuable assistance to the teacher wishing to develop the reading skills of students in the junior high school and in Reading 10.

SECTION D

THE NOVEL IN JUNIOR HIGH SCHOOL

I INTRODUCTION

The study of the novel in the junior high school is being introduced as part of the language arts program in September, 1972. To assist teachers in selecting titles and in guiding the study of the novel, the following unit has been prepared.

The teaching of the novel will be **optional** in grades seven and eight but will be **required** in grade nine. Teachers are encouraged to use their discretion as to the number of novels they may wish to introduce; however, the suggested time for the study of the novel is three to five weeks.

The annotations provided should be of considerable assistance to teachers in a selection of novels appropriate to the needs of their students. Novels should be chosen from the recommended list for that grade or from the recommended list for a lower grade.

A number of approaches, activities and methods of evaluation have been suggested here as an aid to the teacher. These are suggestions which the teacher may use, may modify, or may supplement in meeting the needs of his students.

II. RATIONALE

The junior high school student is a sensitive human being. Impressionable and emotional, he is at an age where events affect him deeply. Media subject him to a variety of adult experiences, with stimuli so varied and confusing as to leave him bewildered, and often falsely oriented as to the meaningful goals of life in our society. As a result, life, to many adolescents, is either too difficult or too simple, and in either case it is not real, but a distorted shadow of reality.

The novel, especially one which deals with the contemporary adolescent culture, is important in illuminating the present for young people, linking it with one of the basic motivations for reading in adolescence: the search for identity. At the junior high school level, a student's personal experiences are limited. Yet it is what he does and suffers and feels that molds his personality and in part determines his life style. The novel offers a student a variety of experiences which he may never actually encompass personally. Through identification with the characters in a novel, he can bring into clearer focus his self-image, maintaining at the same time, a detachment which allows him to take an objective view rarely possible in real life until long after events have taken place. Thus the novel provides many students with a chance "to try on" different roles which may help them to clarify their own.

Besides providing young people with significant developmental experiences, the study of the novel serves to broaden their literary education, resulting in a rewarding, lifetime habit of reading.

Today, many junior high school students have the opportunity of reading more than they ever will again; they need a formal introduction to the novel and guidance in learning how to appreciate it.

III. OBJECTIVES

The main objectives in studying the novel at the junior high level are to provide students with opportunity for

- a. enjoyment
- b. self-identification
- c. literary appreciation.

IV. SUGGESTED PROCEDURES

Approaches

1. Introducing the novel.
 - a. Bulletin board displays such as actual or student-prepared book jackets and reviews.
 - b. Display of the novels.
 - c. Films, filmstrips, records, tapes, magazines, speakers related to the novels.
 - d. Discussion of major issues raised in novels.
 - e. Outgrowth of a thematic unit.
 - f. Selected readings.
 - g. Brief comparison of short story and novel.
 - h. Brief study of novel elements:
 - i **plot** - logical sequence of events - develop a story by having one student begin and having others add on.
 - ii **character** - fit a character to a prescribed setting or plot.
 - iii **setting** - develop a story to fit a prescribed setting. Switch the setting to see if the plot still fits.
 - iv **theme** - give students a poem and have them write a paragraph to illustrate its theme.
 - i. Brief discussion of writers' craft - foreshadowing, flashback, flashforward, symbolism, irony, point of view, imagery, and other literary devices.
 - j. Brief book talks on available novels.
2. Classroom organization.
 - a. Individual.
 - i each student selects a novel.
 - ii each student discusses with his teacher his reasons for selecting the novel, then reads at his own pace, discussing problems and reactions with the teacher.

- iii outgrowth activities and evaluation during and following the reading may be arranged through student-teacher consultation.
- b. Group.
 - i students are assigned to a group on the basis of novel selected, and direct themselves as to readings, (oral, silent, prepared), discussions and outgrowth activities.
 - ii the teacher or students may request periodic seminars to discuss the groups' problems, reactions and outgrowth activities.
 - iii groups work on a contractual basis, that is, each group will establish what it will achieve by a certain date.
- c. Class.
 - i class chooses a novel. Under the direction of the teacher, students read and study the novel.
 - ii activities are assigned or selected on an individual, group or class basis.

Activities

1. Reading.
 - a. Select a passage and ask students what inferences can be drawn regarding character traits, setting.
 - b. Use "Stump the Experts", a game to determine factual knowledge of a book. Each student prepares ten questions and a panel of three face questions until they are stumped. The panel is then changed.
 - c. Select difficult passages for discussion, paraphrasing.
 - d. Have students read for information by collecting statements made about characters, setting.
 - e. Ask a student to describe a character or setting, summarize an incident, chapter or story. Other students check his comprehension of fact and detail.
 - f. Provide answers for which students compose appropriate questions.
 - g. Prepare a comprehension quiz employing different types of questions, multiple-choice, true-false, fill in the blanks. This may be done by the students or by the teacher.
 - h. Ask students to make value judgements on characters, which they support with quotations from the novel.
 - i. Have one student give a description of a setting or of a character and have other students try to guess the particular setting or name of the character described.
 - j. Ask students to predict what may become of major characters in ten years, supplying evidence to support their speculations.
 - k. Have students prepare a telegram which states the author's purpose for writing the novel.
 - l. Provide a list of vocabulary words which suggest characters' traits. Interest students in applying these appropriately to characters, justifying with textual proof.

- m. Prepare crossword puzzles of difficult words.
 - n. Request each student, group or class to make a minidictionary of unfamiliar words.
 - o. Introduce "Charades", "Password", "Scrabble" and similar games for vocabulary development.
2. Speaking and Listening.
- a. Ask student to select and interpret key scenes.
 - b. Have students assume characters and justify their actions in response to class questioning.
 - c. Involve students in retelling episodes from the point of view of another character.
 - d. Assign students to select a stand and defend it. Each student states his interpretation of the book, setting, character, incident. Students group according to the stand taken and work out decisions in class discussions. As views change, students move to appropriate groups. The aim is to see which group can convince and gain most supporters.
 - e. Use panel games such as "To Tell the Truth".
 - f. Request students to assume the roles of characters from the novel and carry on relevant conversations.
 - g. Put the main character on trial.
 - h. Have students prepare an analyst's report on a character and recommend treatment.
 - i. Provide an opportunity to dramatize three key scenes to introduce the story to a new reader. Scenes should introduce the main conflict, and characters and show the relationship between the main characters.
 - j. Arrange for student to make taped radio or television broadcasts of incidents, or to make taped newscasts of events with interviews of main characters.
 - k. Instruct students to choose key points in the story where important choices were made. Have them continue the story showing what might have happened had a different choice been made.
 - l. Have students prepare a parody of certain scenes.
 - m. Arrange for key-scene reading sessions.
 - n. Assign students to give lectures on some topic associated with the novel or assign them to lecture as the novelist.
 - o. Organize a debate on a controversial issue arising from the novel.
 - p. Ask student to telephone a classmate, who assumes the role of the author, to criticize the novel, style of writing, plot.
 - q. Have students dramatize parts of the novel with background music, scenery.
 - r. Direct students to prepare travelogues of the setting, using maps, costumes, souvenirs, pictures.
 - s. Instruct students to introduce characters at formal banquets where the characters are to be the main speakers.

- t. Present a situation, such as a car accident, and have students dramatize probable reactions of characters.
- u. Have students "sell" a product to a character, or "sell" the book to the class.

3. Writing.

- a. Write a short story employing some of the same characters in a similar setting.
- b. Write for a newspaper:
 - i editorials on themes suggested by the novel.
 - ii feature news articles on events in the story.
 - iii letters to the editor about events, or criticism of the book.
 - iv human interest stories on characters.
 - v newspaper headlines for climaxes.
 - vi announcements.
- c. Rewrite the ending.
- d. Compare characters with people you know.
- e. Compare the outlooks of characters on various key ideas, such as law and order.
- f. Write a book review for a magazine or newspaper.
- g. Use "The Men in the Lifeboat" situation. Only one of the characters can be saved. Which one would be saved and in what order would the others be rated?
- h. Rewrite an incident from the story for a young child, an old man, a juvenile delinquent, a university professor.
 - i. Write a friendly or business letter from one of the characters.
- j. Prepare cartoons with dialogue to summarize chapters.
- k. Write an imaginary dialogue between characters.
 - l. Write pertinent essays on specific topics.
- m. Rewrite episodes as plays for TV, radio or stage presentation.
- n. Rewrite an incident from another point of view.
- o. Write and produce a brief "soap opera". Each week's episode would depict some major climax.
- p. Write a conversation between two inanimate objects in the story, observing a character in a particular situation.
- q. If a major character reminds the reader of a vegetable, fruit, flower, or the like, write a poem within the confines of the outline of the vegetable.
- r. Write a descriptive paragraph with major characters introducing themselves as appropriate animals.
- s. Write letters to actors describing the role you wish them to take in the movie version of the novel.
- t. Write a synopsis of the next chapter before reading it.
- u. Write an invitation to someone to read the novel, copying a relevant passage on the inside page of the invitation.

4. Audiovisual.

- a. Make poster portraits of the main characters, setting.
- b. Depict a character against a background which reflects his personality. The background may include scene, time of day, season, weather, colour.
- c. Depict the story on a mural by adding a sketch per chapter.
- d. Depict the story in comic-strip form.
- e. Design a book jacket.
- f. Prepare the advertising campaign for the novel.
- g. Create mobiles, assemble collages, to portray theme, character's personality, or build shoebox settings.
- h. Design a movie advertisement.
- i. Select a musical background for key scenes or for the theme of the novel.
- j. Choose and play records the characters would like.
- k. Prepare super-8 movie, slides or video tapes of a scene or incident.
- l. Design stage settings for key scenes.
- m. Design a map to illustrate the novel's setting.
- n. Prepare an overhead projector show depicting the major action.
- o. Produce puppet shows, using marionettes or hand puppets, or produce shadow plays.
- p. Prepare a "movie" of the novel using brown paper.
- q. Find or take photographs of settings similar to those described in the novel.

Evaluation

It is suggested that evaluation, an on-going process, be made in terms of the objectives (enjoyment, self-identification, and literary appreciation), and of the skills developed through activities used.

1. Student or teacher-made quiz.
2. Student-teacher evaluation of activities.
3. Teacher interview with each student.
4. Self and group-evaluation.
5. Class evaluation of the novel and of students' participation.
6. Teacher-made inventory.
7. Anecdotal record.

V. SUGGESTED TEACHER REFERENCES

1. Anderson, Vivienne, **Paperbacks in Education**. New York, Columbia University, Teachers College Press, 1966, \$1.50.

2. Carlsen, R. G. **Books and the Teen-age Reader.** New York: Bantam, 1967. \$0.75.
3. Egoff, Sheila. **Republic of Childhood: A Critical Guide to Canadian Children's Literature in English.** Don Mills: Oxford University Press, 1967, \$3.25.
4. Fader, D. N. and E. B. McNeil. **Hooked on Books: Program and Proof.** New York: Berkley Publications, 1968, \$0.75.
5. Forster, E. M. **Aspects of the Novel.** Harmondsworth, England: Penguin Books, 1962. \$1.45.
6. Gordon, Caroline. **How to Read a Novel.** Toronto: Macmillan, 1964, \$1.45.
7. Harvey, Jennifer. **The Group Study of the Novel in Elementary and Junior High School.** Agincourt: Book Society of Canada.
8. Ryan, Margaret. **Teaching the Novel in Paperback.** Toronto: Collier-Macmillan, 1963. \$3.15.
9. Walker, Elinor. **Book Bait.** Chicago: American Library Association, 1969. \$1.65.
10. Wheelwright, Philip. **The Burning Fountain: A Study in the Language of Symbolism:** Scarborough, Ontario: Fitzhenry & Whiteside Limited, 1968. \$2.95.

Prices are subject to change.

VI. LIST OF RECOMMENDED NOVELS

Grade 7

Berton, Pierre	The Secret World of Og
Chalk, W. C.	The Gnomids
De Saint-Exupery, Antoine	The Little Prince
Ekwensi, Cyprian	The Passport of Mallam Ilia
Fritz, Jean	Brady
Grahame, Kenneth	The Wind in the Willows
Haig-Brown, Roderick	Starbuck Valley Winter
Johnson, A. & E.	The Grizzly
Knox, Olive	Black Falcon
L'Engle, Madeleine	A Wrinkle in Time
Lewis, Cecil	The Otterbury Incident
London, Jack	The Call of the Wild
Mowat, Farley	Lost in the Barrens
Mowat, Farley	Owls in the Family
Nichols, Ruth	A Walk Out of the World
Roberts, C. G. D.	Red Fox
Sharp, Edith	Nkwala
Steinbeck, John	The Red Pony
Taylor, Theodore	The Cay
Twain, Mark	(The Adventures of) Tom Sawyer
Williams, Bert	Master of Ravenspur
Wojciechowska, Maia	Shadow of a Bull

Grade 8

Asimov, Isaac
Brimsmead, H. F.
Clarke, Mary
Clemson, Donovan
Craven, Margaret
Felsen, Henry
Garfield, Leon
Garner, Alan
Godden, Rumer
Harris, Christie
Hayes, John
Hunt, Irene
Innes, Hammond
Lawrence, R. D.
MacLean, Alistair
Masefield, John
Montgomery, Rutherford
Moray, Walter
Mowat, Farley
Shaefer, Jack
Stevenson, R. L.
Williamson, Henry

Fantastic Voyage
Pastures of the Blue Crane
Iron Peacock
Lost Mine
I Heard the Owl Call My Name
Crash Club
Smith
The Owl Service
An Episode of Sparrows
Forbidden Frontier
Treason at York
Up a Road Slowly
Campbell's Kingdom
Cry Wild
HMS Ulysses
Jim Davis
Iceblink
Home is the North
The Black Joke
Shane
Treasure Island
Tarka, the Otter

Grade 9

Barrett, William
Bodsworth, Fred
Borland, Hal
Boulle, Pierre
Christie, Agatha
Defoe, Daniel
Gilman, Dorothy
Hayes, John
Hemingway, Ernest
Jackson, Shirley
Lipsyte, Robert
Maclean, Alistair
O'Brien, Andy
Robertson, Don
Rodman, Bella
Roy, Gabrielle
Steinbeck, John
Stevenson, William
St. Pierre, Paul

Swarthout, Glendon
Van Der Post, Laurens
Wersba, Barbara
Wibberley, Leonard
Zindel, Paul

Lilies of the Field
Sparrow's Fall
When The Legends Die
Bridge Over the River Kwai
And Then There Were None
Robinson Crusoe
Unexpected Mrs. Pollifax
Quest in the Cariboo
The Old Man and the Sea
We Have Always Lived in the Castle
The Contender
Night Without End
Hockey Wingman
The Greatest Thing Since Sliced Bread
Lions in the Way
Windflower
The Moon is Down
The Bushbaby
Breaking Smith's Quarter Horse
(School edition only)
Bless the Beasts and Children
Hunter and the Whale
Dream Watcher
The Mouse that Roared
The Pigman

VII. ANNOTATIONS OF RECOMMENDED NOVELS

NOTE: Publishers listed are suggestions only; there may be other available editions. Prices listed are subject to change without notice.

The reading level is listed as easy, medium or difficult.

Grade Seven

Berton, Pierre **The Secret World of Og** Easy-Medium

McClelland & Stewart 1962 \$0.90 146 pages

Paperback Illustrations

Canadian Author

Related Materials: Chalk, W. C.: **The Gnomids**

Lewis, C. S.: **The Lion, the Witch and the Wardrobe.**

Mystery, adventure and humor characterize the fanciful tale of the little green people of Og who tunnel beneath the playhouse and garden of five imaginative children. These children accidentally venture into this lovely but befuddled world of psychedelic mushrooms and funny little houses, whose miniature inhabitants play at being "real" people from the world above.

Chalk, W. C. **The Gnomids** Easy

Heinemann (Bellhaven) 1967 \$1.35 113 pages

Hardcover

Related Materials: Berton, Pierre: **The Secret World of Og.**

In this simple science fiction story, oil drilling rigs in the North Sea penetrate the subterranean tunnels of the hitherto unknown "Gnomids", and the subsequent flooding forces millions of the weird little creatures to the surface. Reactions throughout the world are mixed, until a blinding virus, highly contagious and originating from the Gnomids, spreads and wipes out practically the entire world.

De Saint-Exupery, Antoine **The Little Prince** Easy

Harcourt-Brace 1943 \$0.75 91 pages

Paperback

Related materials: Grahame, Kenneth: **The Wind in the Willows**

An allegory, De Saint-Exupery tells a story of a pilot who makes a forced landing in the Sahara desert. Here he meets a small friend, the Little Prince, from Asteroid B-12, who teaches him many lessons about life.

Ekwensi, Cyprian	The Passport of Mallam Ilia	Medium
Cambridge University Press	1960	\$0.75
Paperback	Illustrations	75 pages
Text edition	Glossary	

Between the prologue and epilogue of this novelette, a dying man relates the terrifying and bloody tale of his lifelong quest for revenge. Culminating in a strange twist, the plot constitutes a good introduction to the life and customs of the African Muslim in early twentieth century Nigeria. The narrative style in this swift-moving tale of terror is particularly noteworthy.

Fritz, Jean	Brady	Medium
Scholastic Book Services	1960	\$0.60
Paperback		254 pages

Related Materials: Rodman, Bella: **Lions in the Way.**
Washington, Booker T.: **Up From Slavery**
Watson, Sally: **Jade**

Brady Minton, who has a reputation for talking too much, discovers that his father, a preacher, is involved in the underground railway that smuggles Negro slaves to freedom in Canada. In a time of need, Brady keeps a dangerous secret, leads a runaway Negro boy to safety, and earns his father's trust and respect. The story is set in Washington County, Pennsylvania, 1836.

Grahame, Kenneth	The Wind in the Willows	Difficult
Scribner	1953	\$1.76
Paperback		259 pages
School edition		

Related materials: De Saint-Exupery, Antoine: **The Little Prince**

This book is essentially a book about life as it may be regarded by some of the small creatures that "glide in grasses and rubble of woody wreck". The author, through allegory, reveals to us the foolish, boastful Toad, the gregarious Water Rat, the sensitive Mole and the wise Badger.

Haig-Brown, Roderick	Starbuck Valley Winter	Easy
Collins	1965	\$2.50
Hardcover		254 pages

Canadian author and setting

Related materials: Davis, Verne: **Orphan of the Tundra**

Despite family opposition, Don Morgan, a sixteen-year-old boy on the threshold of maturity, chooses the independence of an outdoor life of

commercial fishing and trapping over a stable job in a British Columbia cannery. Don faces many trials before he successfully completes a winter's trapping and convinces his aunt of his ability to work gainfully without supervision. **Starbuck Valley Winter**, essentially a boy's book, provides insight into a youth's transition to manhood.

Johnson, A. and E.	The Grizzly	Medium	
Fitzhenry & Whiteside	1964	\$1.35	160 pages
Paperback	Illustrations		
Related materials:	Fritz, Jean: Brady		
	Seaton, E. T.: The King of the Grizzlies		

A sensitive boy, who fears and distrusts his estranged father because of early childhood memories, is re-united with him for a fishing trip in the Rockies of Montana. When a grizzly attacks, injuring the father, the boy finds inner strength, which results in a deeper understanding of himself and his father. The story is a sympathetic exploration of the fears of youth, arising from single-parent situation and from early-childhood experiences.

Knox, Olive	Black Falcon	Medium	
Ryerson Press	1954	\$3.95	191 pages
Hardcover			
Canadian Author			
Related Materials:	Faulkner, Cliff: The White Calf		
	Parker, Dorothy: A Man Called Horse		
	National Film Board: "Circle of The Sun"		

A boy growing up in Ohio is kidnapped by Indians and later sold as a son into the tribe. Gradually he becomes one of them, devoted in particular to his Indian mother. When his tribe moves west and north into Manitoba, Black Falcon is a young man. This well-researched novel deals sympathetically with the tribe's struggle for survival.

L'Engle, Madeleine	A Wrinkle in Time	Easy	
Doubleday	1962	\$2.45	211 pages
Hardcover			
Canadian school edition			
Related materials:	Carroll, Lewis: Alice in Wonderland		
	Lewis, C. S.: The Lion, The Witch and the Wardrobe		
	Nichols, Ruth: A Walk Out of the World		

A fantasy in which Meg Murry, her small brother, Charles Wallace, and friend Calvin, all having the powers that are more than human,

manage to bring back Mr. Murry from another time and galaxy. This is accomplished by the help of a few "witches" and the ability to tesseract - "wrinkle in time".

Lewis, Cecil	The Otterbury Incident	Easy
Heinemann (Bellhaven)	1948	\$1.00 149 pages
Hardcover	Illustrations	
Related materials:	Dickens, Charles: Oliver Twist	
	Film: "Us Kids"	

Set in the bombed ruins of London, the story centres around a young street gang, turned detectives, pitted against rival gangs, crooks and "sharpies".

London, Jack	The Call of the Wild	Medium
Thomas Nelson and Sons	1968	\$1.35 99 pages
Linen cover	Illustrations	
Teaching notes		
Related materials:	London, Jack: White Fang.	
	O'Brien, Jack: Silver Chief: Dog of the North	

Buck, half St. Bernard, half German shepherd, makes the transition from a pet in California to a sled dog in the Klondike. After a number of experiences with cruel owners, he is rescued by Jim Thornton, whom he learns to love. When Thornton is killed by an Indian, Buck reverts to the wild, and runs with a wolf pack.

Mowat, Farley	Lost in the Barrens	Medium
McClelland & Stewart	1962	\$1.25 170 pages
Linen back	Illustrations	
Canadian author and setting		
Teaching notes		
Related materials:	Knox, Olive: Black Falcon	
	Montgomery, Rutherford: Iceblink.	
	Mowat, Farley: The Black Joke	

Disobeying orders, an Indian youth and his white friend venture further into the barrens. Trapped there by a canoe accident, the boys prepare for the winter, using all the skill and knowledge they can muster.

Mowat, Farley	Owls in the Family	Easy
McClelland & Stewart	1970 \$1.15	113 pages
Linen back	Illustrations	
Canadian author and setting		
Text edition		
Related materials:	Durell, Gerald: The Bafut Beagles	
	Mowat, Farley: The Dog Who Wouldn't Be	

This novel is the account of a prairie boy growing up on the outskirts of Saskatoon with a menagerie of wild creatures, in particular, a pair of horned owls. The highly-entertaining narration of incidents, related from the boy's point of view, is enhanced by a vivid portrayal of life in Saskatchewan.

Nichols, Ruth	A Walk Out of the World	Difficult
Harcourt Brace Jovanovich (Longman)	1969 \$4.95	192 pages
Hardcover		
Canadian author		
Related materials:	Carroll, Lewis: Alice in Wonderland	
	Lewis, C. S.: The Lion, the Witch and the Wardrobe	

This fantasy relates the travels of two children who wander into another world, only to discover that they are actually members of it by descent, and are of royal blood. The plot is rich in adventures and in characterization. The conflict of fantasy with the real world is explored briefly when the children eventually are forced back to reality.

Roberts, C. G. D.	Red Fox	Difficult
Ryerson	1948 \$3.95	227 pages
Hardcover	Illustrations	
Canadian author and setting		
Related materials:	Gipson, Fred: Old Yeller.	
	Lawrence, R. D.: Cry Wild	
	Roberts, C. G. D.: King of Beasts	
	Williamson, Henry: Tarka, the Otter	

Charles G. D. Roberts, one of Canada's best animal story writers, traces the life of an extraordinary fox through such natural phenomena as drought, fire and attacks by predators, including man. Red Fox is a wily fellow, whose real life adventures will intrigue junior readers who like animal stories.

Sharp, Edith	Nkwala		Easy
McClelland & Stewart	1958	\$1.10	125 pages
Paperback	Illustrations		
Canadian author, setting			
Related materials: Faulknor, Cliff: White Calf			
Knox, Olive: Black Falcon			

Nkwala is the legend-like tale of a twelve-year-old Salish Indian boy's search for manhood, and of his tribe's trek from Washington to a new homeland in the Okanagan. The book provides excellent insight into the Indian culture, personal relationships and self-discipline. It is beautifully and almost poetically written.

Steinbeck, John	The Red Pony		Easy
Macmillan (St. Martin's Classic Series)	1963	\$1.35	128 pages
Hardcover	Illustrations		
Canadian edition			
Teaching notes			
Related materials: Bagnold, Enid: National Velvet			
Gipson, Fred: Old Yeller			

The Red Pony is the story of Jody Tiflin and his desire for a horse. More than this, however, it portrays extended family relationships and a sensitive boy's personality development. Character portrayal is excellent.

Taylor, Theodore	The Cay		Medium
Avon	1969	\$0.75	
Related materials: Defoe, Daniel: Robinson Crusoe			

Phillip Enright, a twelve-year-old boy, and Timothy, an aged Negro, are marooned on a cay or sea island after their ship is torpedoed during World War II. Phillip, blinded as a result of the explosion, must rely on Timothy to survive. In the process, Phillip's racial prejudice disappears.

Twain, Mark	Tom Sawyer (The Adventures of)		Medium
Houghton-Mifflin	1962	\$0.90	210 pages
Paperback	Illustrations		
Teaching notes			
Related materials: Twain, Mark: Huckleberry Finn			
Film: "Tom Sawyer"			

In this American classic, Tom Sawyer is a typical boy-prankster, dreamer, hero, the envy of his gang and the despair of Aunt Polly.

Williams, Bert	Master of Ravenspur	Difficult
Nelson & Sons	1970	\$1.50 135 pages
Canadian author		
Linen back		
Teaching notes		
Related materials: Maiden, Cecil: The Borrowed Crown		
Seibert, Elizabeth: White Rose and Ragged Staff		

Dickon, a young lad who is shunned by the serfs and nobles in his community swears revenge when his lord protector is murdered. He seeks out King Edward and fights for his life and the Yorkist cause in the Wars of the Roses. At the Battle of Barnet in 1471, he achieves his revenge and rises to fame and position when he discovers his true identity.

Wojciechowska, Maia	Shadow of a Bull	Medium
McClelland & Stewart	1969	\$1.00 165 pages
Paperback	Illustrations	
Canadian author	Glossary of bullfighting terms	
Related materials: Krumgold, Joseph: And Now Miguel		

Although set in Spain, this story might symbolize any boy's search for identity and manly independence. Whether Manolo Olivar will fulfill the expectations of his townspeople, to become a famous bull-fighter like his father, or follow his own inclinations to become a doctor, provide the conflict, which is heightened by good character contrast and a compact, straightforward plot.

Grade Eight

Asimov, Isaac	Fantastic Voyage	Easy
Bantam Books	1969	\$0.75 186 pages
Paperback		
Related materials: Key, Alexander: Golden Enemy		
Knott, William: Journey Across The Third Planet		
Norton, Andre: Ice Crown		
Sutton, Jean: Lord of the Stars		
Film: "Fantastic Voyage"		
Film: "Houser's Memory" by Curt Siodmak		

In order to extract information from the mind of a brilliant defector with a blood clot in his brain, a team of scientists is miniaturized for a journey through his body. They encounter hostile white blood corpuscles and other physiological obstacles and arrive at the clot with only moments to spare. At that point an undercover agent makes one final attempt to sabotage the mission but he suffers defeat and the scientists emerge victorious.

Brinsmead, H. F.	Pastures of the Blue Crane	Medium
Oxford University Press	1964	\$0.95
Paperback		219 pages

Related materials: Hunt, Irene. **Up a Road Slowly**
 Montgomery, Lucy: **Anne of Green Gables**

In this contemporary story, a young girl inherits a farmstead in northern Australia, and, "inherits" an unusual grandfather. As Ryl adjusts to rural living and new friends, she discovers human relationships experienced by many young people.

Clarke, Mary	Iron Peacock	Medium
Macmillan	1966	\$4.95
Hardcover	Illustrations	250 pages

Related materials: Clarke, M. S.: **Petticoat Rebel**
 Spence, Eleanor: **The Switherby Pilgrims**

At the age of sixteen, Joanna Sprague faces life as a bond servant because her father dies at sea and she is unable to pay the cost of the passage to New England. She is indentured to the household of John Gifford, the Iron Master in a Puritan colony. She adapts to the rigorous, austere life and falls in love with a young Scot with whom she seeks a bright future.

Clemson, Donovan	Lost Mine	Medium
Macmillan	1967	\$4.75
Hardcover	Illustrations	176 pages

Canadian author

Related materials: Anderson, Frank: **Lost Lemon Mine**
 Innes, Hammond: **Campbell's Kingdom**

Paul, a sixteen-year-old boy, goes prospecting in British Columbia one summer with his Uncle George and two partners. When the two younger men find an ancient axe-cut stump and then a skull, they recall tales of a lost mine and set out to solve the mystery.

Craven, Margaret	I Heard the Owl Call my Name	Medium
Clarke, Irwin	1967	\$3.95
Hardcover		138 pages

Canadian setting

Related materials: Harris, Christie: **Raven's Cry**

A young priest, unaware that he has only three years to live, is sent to minister to the Tsawataineuk Indians on the North West Coast of

British Columbia. As the priest becomes closely acquainted with the Indians, he comes to appreciate their daily activities, myths, and characters, and the Indians come to accept him.

Felsen, Henry	Crash Club		Medium
Bantam Pathfinder	1958	\$0.60	202 pages
Paperback			

Related materials: Felsen, H. G.: **Hot Rod**

Crash Club is a rough-and-ready book especially suited for boys who think of nothing else but cars. Mike Revere, the central character, encounters troubles with his parents, friends and girlfriend, in his attempt to regain his status as leader of the high school hot-rod crowd.

Garfield, Leon	Smith		Difficult
Longman	1967	\$3.95	190 pages
Hardcover			

Canadian author

Related materials: Dickens, Charles: **Oliver Twist**
Film: "Oliver"

Smith, a twelve-year-old London pickpocket with a heart of gold, steals a mysterious document from a stranger who is later murdered. This leads to a series of events which results in friendship with a blind benefactor, Judge Mansfield, and a brief term in Newgate Prison.

Garner, Alan	The Owl Service		Medium
Walck	1967	\$5.00	157 pages
Hardcover			

Related materials: Garner, Alan: **The Weirdstone of Brisingamen**
Garner, Alan: **The Moon of Gomerath**

The finding of a dinner service with an "owl" pattern by teenagers sets off a chain of eerie events. Set in the Welsh mountains, the story is rich in Welsh folklore, mythology and magic.

Godden, Rumer	An Episode of Sparrows		Medium
Macmillan	1956	\$1.90	264 pages
Paperback			
Teaching notes			

Related materials: Garfield, Leon: **Smith**
Lewis, Cecil: **The Otterbury Incident**

This novel is set in post-war London. Two children, Lovejoy and Tip, make a secret garden in the ruins of a bombed building on Catford Street. Their determination to complete their task affects the lives of several people.

Harris, Christie	Forbidden Frontier	Medium
Atheneum (McClelland & Stewart)	1968	\$4.50 210 pages
Hardcover		

Canadian author and setting.

Related materials: Harris, Christie: **The Raven's Cry**

Set in the vicinity of Kamloops during the Caribou Gold Rush era, the story revolves around Alison, the daughter of an aristocratic English father who was chief trader for the Hudson's Bay Company. Alison and her equally aristocratic Haida mother were torn between two worlds, as were many of their half-breed friends.

Hayes, John	Treason at York	Medium
Copp-Clark	1949	\$1.95 School Edition 314 pages
Paperback	Illustrations and Maps	

Canadian author.

Related materials: Hayes, John: **The Steel Ribbon**

Alan Crawford and his friend Hugh become involved in the War of 1812 when they overhear a plot to capture York (Toronto). Alan becomes a prisoner of the Americans, and with the help of Tom Murray, a Canadian accused of treason, he escapes. Hoping to save Canada, Alan makes his way back to York and participates in the final battle.

Hunt, Irene	Up a Road Slowly	Medium
Grosset & Dunlop (Tempo)	1966	\$0.75 192 pages
Paperback		

Related materials: Brinsmead, H. F.: **Pastures of the Blue Crane**
Martin, Vicky: **September**

Julie, as a child, goes to live with her Aunt Cordelia who teaches in a one-room rural school. Here she meets her uncle, an unsuccessful author, who encourages her to write. Through her relationships with her aunt, uncle and school friends, Julie matures from a tantrum-throwing youngster to a gracious young woman.

Innes, Hammond	Campbell's Kingdom	Medium
Dent	1952 \$1.75	288 pages
Hardcover		
Canadian setting.		
Teaching notes.		
Related materials:	Anderson, Frank: The Lost Lemon Mine	
	Harris, Christie: Forbidden Frontier	
	St. Pierre, Paul: Breaking Smith's Quarter Horse	

An intriguing action-packed adventure, **Campbell's Kingdom** tells the story of Bruce Wetheral, who, against tremendous opposition, makes his grandfather Campbell's dream of finding oil on his land come true.

Lawrence, R. D.	Cry Wild	Medium
Nelson	1970 \$1.15	146 pages
Hardcover		
Canadian author.		
Related materials:	Ellis, Mel: Sad Song of the Coyote	
	Williamson, Henry: Tarka the Otter	

In a remarkable portrait of a northern Canadian timber wolf, the reader follows the fortunes of Silverfeet from his birth, through his ordeal at the hands of Morgan, the trapper, to his escape and return to the wilderness. The author, a conservationist, clears up many misconceptions about wolves, and offers a graphic picture of the Canadian north.

MacLean, Alistair	HMS Ulysses	Medium
Fawcett World Library	1956 \$0.95	320 pages
Paperback		
Related materials:	Monsarrat, Nicholas: The Cruel Sea	
	Wouk, Herman: The Caine Mutiny	

HMS Ulysses is about one ship and her battle against the North Atlantic and German U-boats on the Murmansk run during the Second World War. The author tries to show how people on the ship react to the predicament in which they find themselves. Finally, H.M.S. Ulysses plows her way to a watery grave with nearly all hands lost.

Masefield, John	Jim Davis	Difficult
Penguin Books	(1911 - original date) \$0.95	242 pages
Paperback		

Teaching notes

Related materials: Garfield, Leon: **Smith**
Lewis, C.: **The Otterbury Incident**
Stevenson, R. L.: **Treasure Island**

During the early 1800's Jim Davis, a young boy, living on the coast of Devon, becomes inadvertently involved with a gang of smugglers. His adventures on land and sea provide mystery and suspense.

Montgomery, Rutherford	Iceblink	Medium	
Book Society of Canada	1969	\$1.50	203 pages
Linen back	Illustrations		

Canadian author and North American setting

Teaching notes

Related materials: Morey, Walter: **Home is the North**
Mowat, Farley: **Lost in the Barrens**

Metck, a young Eskimo man in the eighteenth century, sees a whaling schooner frozen in the ice near his home. When he tells his story to his tribe, who have never seen a sailing ship or a whiteman before, Metck is accused of lying. Expelled from the tribe, he heads south along the Alaskan coast, encountering many adventures.

Morey, Walter	Home is the North	Medium	
Dutton	1967	\$4.45	222 pages
Hardcover			

Related materials: Morey, Walter: **Angry Waters**
Morey, Walter: **Gentle Ben**
Mowat, Farley: **Lost in the Barrens**

A boy and a dog are left orphans and taken over by a friendly Alaskan family. Both are happy in their new home, until an aunt decides that the boy must go to school in Seattle. To escape her wishes, he travels through the mountains overcoming tremendous odds, such as an encounter with a grizzly.

Mowat, Farley	The Black Joke	Medium	
Little (McLelland)	1967	\$3.95	218 pages
Hardcover	Illustrations		

Canadian author and setting

Related materials: Ashlee, Ted: **Voyage Into Danger**

Two boys, Kye and Peter, with Peter's father, Jonathan Spence, sail their prized schooner, Black Joke, into mystery and intrigue off the

Newfoundland coast in the 1930's. Excitement mounts when they become involved with a gang of rum-smugglers who want the "Black Joke" for illegal rum traffic. The boys eventually succeed in saving the "Black Joke" and rescuing Peter's father.

Shaefer, Jack	Shane		Easy
Thomas Nelson and Sons	1964	\$1.35	149 pages
Linen back	Illustrations		
Canadian school edition			
Teaching notes			
Related materials:		Steinbeck, John:	Red Pony
	Film:	"Shane"	

Shane is a story of the classic struggle between cattlemen and "nesters" for the free land of the west. It is also the story of the larger-than-life hero, Shane, as seen through the eyes of Bob Starreth, the boy narrator.

Stevenson, R. L.	Treasure Island		Medium
Oxford University Press	1883	\$1.55	278 pages
Paperback			
Related materials:		Stevenson, R. L.:	David Balfour
		Stevenson, R. L.:	Kidnapped

An adventure story, this book is about "a map, a treasure, a mutiny, a derelict ship, a fine old squire and a sea-cook with one peg leg", all seen through the eyes of young Jim Hawkins, a cabin boy.

Williamson, Henry	Tarka, the Otter		Difficult
Penguin Books	1937	\$.80	237 pages
Paperback	Illustrations		
Related materials:		Burnford, Sheila:	The Incredible Journey
		Lawrence, R. D.:	Cry Wild

This animal story is based on keen observation and insight into nature and allows the reader to live with Tarka and see, at his level, how wild-life survives - fighting foes, mating, playing, ever-aware of the dangerous lives led by the creatures of "quiet" country places.

Grade Nine

Barrett, William	Lilies of the Field	Medium
Doubleday	1963	\$0.95
Paperback		127 pages

Related materials: Hulme, Kathryn: **The Nun's Story**
Film: "Lillies of the Field"

Homer Smith, a Negro "with a sense of humor and a singing heart", upon his discharge from the army, finds work on a farm run by Mother Maria Martha, a German nun "with the disposition of a drill sergeant". Together they achieve the impossible, the erection of a church, on the lonely plains of the American southwest.

Bodsworth, Fred	The Sparrow's Fall	Difficult
Signet Books	1967	\$0.75
Paperback		255 pages

Canadian author

Related materials: Mowat, Farley: **Lost in the Barrens**
Roy, Gabrielle: **Windflower**

A northern Indian in a desperate struggle for survival, is pitted against a rival Indian youth, the merciless Arctic wilderness, and the questionable values imposed on him by the white man's culture.

Borland, Hal	When the Legends Die	Medium
Bantam	1967	\$0.75
Paperback		216 pages

Related materials: Bodsworth, Fred: **Sparrow's Fall**
Knox, Olive: **Black Falcon**

A young Ute Indian boy, Thomas Black Bull, fights against the culture of the white man to maintain his Indian identity.

Boulle, Pierre	Bridge Over the River Kwai	Medium
Science Research Associates	1968	\$1.35
Linen back		288 pages

Canadian school edition

Teaching notes

Related materials: Forman, James: **The Traitors**
 Steinbeck, John: **The Moon is Down**
 White, Robb: **Silent Ship, Silent Sea**
 White, Robb: **Surrender**

Colonel Nicholson's unit is sent to a P.O.W. camp in Siam to build a bridge for their Japanese captors. The Colonel outwits the Japanese commander, convinces his unit that they should show their British superiority by building a permanent structure, and loses sight of the fact that in so doing they are aiding the enemy. Minutes before the first train arrives, he discovers that the bridge has been mined and dies in the attempt to save it.

Christie, Agatha	And Then There Were None	Easy
Pocket Books Incorporated	1968 \$0.75	173 pages
Paperback		

Related materials: Christie, Agatha: **The A.B.C. Murders**
 Christie, Agatha: **They Came to Baghdad**

Ten house guests find themselves trapped on an island, the prey of a diabolical killer. Three persons are murdered in quick succession, and the others realize that they too would be eliminated - until "there were none".

Defoe, Daniel	Robinson Crusoe	Medium
AMSCO (School Library)	1719 (original date) \$1.00	300 pages
Paperback		

Related materials: Taylor, Theodore: **The Cay**
 Film: "Robinson Crusoe"

Robinson Crusoe, the only survivor of a shipwreck, is marooned on a lonely island for twenty-eight years, and keeps a journal of his life as a castaway. Through skill, ingenuity and faith, he overcomes his hardships, and masters his environment.

Gilman, Dorothy	Unexpected Mrs. Pollifax	Medium
Fawcett World Library	1966 \$0.75	192 pages
Paperback		

Related materials: Mays, Victor: **Dead Reckoning**
 Sobol, Donald: **Secret Agents Four**
 Film: "Mrs. Pollifax Spy"

Mrs. Pollifax, a widow with married children, is bored with her existence. Wishing to do something for her country, she attempts to join the C.I.A., does so through an error, and becomes a secret agent. Her first assignment to Mexico does not seem dangerous, but unexpected happenings cause her to become embroiled in a "hot" cold war.

Hayes, John	Quest in the Cariboo	Easy
Copp-Clark	1960	\$4.25
Hardcover		236 pages

Canadian author and setting

Related materials: Berton, Pierre: **The Golden Trail**
 Clemson, Donovan: **The Lost Mine**
 Harris, Christie: **Forbidden Frontier**

This novel is an exciting historical adventure set in British Columbia during the gold rush days. A sixteen-year-old boy and his Chinese companion head north in search of the boy's missing brother. The author catches the exciting mood and breathtaking pace of the era through his characters who are lured by the elusive promise of easy wealth.

Hemingway, Ernest	Old Man and the Sea	Medium
Scribner	1952	\$1.95
Paperback		129 pages

Related materials: Hertzog, M.: **Annapurna**
 Film: "Old Man and the Sea"

An old man sets out to capture a formidable but respected adversary, the marlin. A tremendous struggle ensues, but the marlin is devoured by sharks. The characterization of the old man makes this book, set in the Caribbean, particularly noteworthy.

Jackson, Shirley	We Have Always Lived in the Castle	Difficult
Popular Library	1962	\$0.75
Paperback		214 pages

Related materials: Gloag, Julian: **Our Mother's House**
 Jackson, Shirley: **The Haunting of Hill House**

This story is told through Merricat, revealed as being mentally retarded, who lives with her sister and uncle in a large house outside a small, gossipy town. It has the quality of a horror tale, disguised in the most deceptive innocence.

Lipsyte, Robert	The Contender	Easy
Bantam	1967	\$0.75
Paperback		136 pages

Related materials: Barrett, William: **Lilies of the Field**
Parks, Gordon: **Learning Tree**
Shapiro, Milton: **Jackie Robinson of the Brooklyn Dodgers**
Wilkerson, David: **Cross and the Switchblade**

With the help of an understanding boxing coach and other friends, a young Negro boy, living in the slums of Harlem, decides to surmount the problems posed by his environment. The author deals with prejudice from both the black and white point of view, taking the reader into the world of dropouts, petty thieves, "junkies" and street gangs.

MacLean, Alistair	Night Without End	Medium
Collins-Fontana	1959 \$0.95	221 pages
Paperback		

Related materials: MacLean, Alistair: **Guns of Navarone**
MacLean, Alistair: **HMS Ulysses**
MacLean, Alistair: **Ice Station Zebra**
Film: "Night Without End"

A commercial aircraft crashes on the Greenland ice cap, close to an I.G.Y. station. The ensuing mystery leads to a terrible journey across the ice in below zero weather, to murder and to international intrigue.

O'Brien, Andy	Hockey Wingman	Easy
George McLeod	1967 \$3.95	174 pages
Hardcover		

Canadian author

Related materials: Hardcastle, Michael: **The Chasing Game**
Jackson, Paul: **Stepladder Steve Plays Basketball**
Maul, Tex: **The Receiver**
Meader, Stephen: **Lonesome End**
Scholefield, Edmund: **Maverick on the Mound**
Film: "Face Off"

An action-packed sports story about Danny Dooner whose love for skating almost costs him the use of his legs. With determination and courage, he eventually becomes a star wingman with the Montreal Canadians.

Robertson, Don	The Greatest Thing Since Sliced	Difficult
Fawcett World Library	1965	192 pages
Paperback		

Related materials: Hintikka, J.: **Outsiders**

This is the story of a young boy, his "pilgrimage" across town which places him in the number of other characters at the scene of a

OUT OF PRINT

disaster. This experience ^{for him} a milestone in his life. ^{the} 11-year-old boy makes this **OUT OF PRINT** ^{in print.}

Rodman, Bella	Lions in the Way	Medium
Avon Books	1967 \$0.60	176 pages
Paperback		

Related materials: Lipsyte, Robert: **The Contender**
 Taylor, Theodore: **The Cay**
 Vroman, Mary: **Harlem Summer**

Robert Jones, a courageous sixteen-year-old Negro boy, and seven Negro students enter a white high school in 1959. It took courage to withstand the slander and physical injury. They win the battle when some of the white townspeople realize what is at stake.

Roy, Gabrielle	Windflower	Medium
McClelland & Stewart	1970 \$5.95	152 pages
Hardcover		

Canadian author and setting.

Related materials: Bodsworth, Fred: **Sparrow's Fall**
 Borland, Hal: **When the Legends Die**

A blond, blue-eyed son is born to Elsa, a young Eskimo girl, who strives to bring him up as the white people in the area do their children. The author describes well the plight of Elsa and her people - torn between two worlds.

Steinbeck, John	The Moon is Down	Medium
Macmillan	\$1.50	112 pages
Hardcover		

Teaching notes

Related materials: Forman, James: **The Traitors**

The Moon is Down is a realistic story of the German occupation of Norway in 1940. The citizens of a small Norwegian village fight their conquerors by passive resistance, and eventually prove that "no monolith can ever stamp out the fire of the human spirit".

Stevenson, William	The Bushbaby	Medium
Bantam	1965 \$0.75	213 pages
Paperback		

Canadian author

Related materials: Adamson, Joy: **Born Free**
Film: "The Bushbaby", M.G.M.

Set in Kenya, this story relates the adventures of a fourteen-year-old girl, who, when her family leaves for England, determines to return her pet bushbaby to its natural habitat. She is aided, unwillingly, by the family's Swahili headman, who is consequently accused of kidnapping her.

St. Pierre, Paul	Breaking Smith's Quarter Horse	Medium
Ryerson Press	1969 \$1.10	164 pages
Paperback	Use the School Edition Only	

Canadian author

Related materials: St. Pierre, Paul: **Boss of the Namka Drive**
Film: "Breaking Smith's Quarter Horse"

Smith, a rancher in the Williams Lake area of British Columbia, unwittingly becomes involved in an Indian's murder trial. The appeal of the book lies in its excellent characterizations and its frank portrayal of Indian-white relations.

Swarthout, Glendon	Bless the Beasts and Children	Medium
Pocket Books Inc.	1970 \$0.95	192 pages
Paperback		

Related materials: Golding, William: **Lord of the Flies**
Hinton, Susan: **The Outsiders**
Wersba, Barbara: **The Dream Watcher**

Six adolescent misfits, the "Bedwetters" of an exclusive summer camp, set out to regain their self-respect by releasing buffalo which are being wantonly slaughtered by hunters. In the process the leader, Cotton, dies; the remaining boys have their self-confidence restored.

Van Der Post, Laurens	The Hunter and the Whale	Medium
Pocket Books Inc.	1967 \$0.95	318 pages
Paperback		

Related materials: Hemingway, Ernest: **The Old Man and the Sea**
Van Der Post, Laurens: **Lost World of the Kalahari**

In this hunting story, set in South Africa, the author reveals his sensitivity to the magnificence of the sea and whales, and to the grandeur of man's struggle against both.

Wersba, Barbara	The Dream Watcher	Medium
Atheneum	1969	\$3.95
Hardcover		171 pages

Related materials: Hinton, Susan: **The Outsiders**
 Zindel, Paul: **The Pigman**

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away". Albert Scully, a teenager, felt that he was "out of step"; he loved Thoreau, Shakespeare, gardening and his cat. An unusual friendship with eighty-year-old Mrs. Woodfin helps him realize that he could listen to his own "sound".

Wibberley, Leonard	The Mouse that Roared	Medium
Bantam - Pathfinder	1959	\$0.75
Paperback		152 pages

Related materials: Wibberley, Leonard: **The Mouse that Roared**
 Wibberley, Leonard: **The Mouse on Wall Street**
 Film: "The Mouse That Roared"

This is a satire based on American post-war payments to defeated countries. The Duchy of Grand Fenwick, hoping to revitalize its economy, "invades" the U.S.A., but, ironically, becomes the victor, and at the same time, unwilling host to a secret "weapon".

Zindel, Paul	The Pigman	Medium
Fitzhenry & Whiteside	1968	\$1.35
Teaching notes		182 pages

School Edition

Related materials: Wersba, Barbara: **The Dream Watcher**

John Conlan and Lorraine Jensen, two high school students from unhappy homes, meet Mr. Pignati, a lonely old man, and an intense friendship develops. They create a strange, unreal world of fantasy and happiness, but the energy which creates their world soon works to destroy it, and they are forced back into their own reality.

SECTION E

SENIOR HIGH SCHOOL LANGUAGE ARTS COURSES

Core Courses

English 13	English 23	English 33
English 10	English 20	English 30

Options

Reading 10 (See Reading 10 Curriculum Guide).

Communications 21a and 21b

Literature 21a and 21b

Diploma Requirements

Included in the requirements for an Alberta High School Diploma are a minimum of 15 credits in English, including 5 in English 13 or English 10 and 5 in English 30, 33 or 36. Five or more additional credits may be chosen from other core or option courses listed above. The usual requirement to proceed to the Universities of Alberta includes a High School Diploma. However some faculties accept five required courses, of which English 30 is one such course.

CORE COURSES

ENGLISH 13

1. INTRODUCTION

English 13 is a five-credit course in which the emphasis is on the language skills of listening, reading, speaking, viewing and writing as they relate to the needs of everyday life, with every attempt being made to integrate these areas. Through the use of a wide variety of appropriate materials, students are expected to increase both their interest and skill in understanding and interpreting ideas, and in expressing them in clear, accurate, effective speech and writing.

2. COURSE CONTENT

THE FOLLOWING CONTENT AREAS ARE TO BE INTEGRATED:

Listening Activities
Reading Activities
Speaking Activities
Viewing Activities
Writing Activities

3. RECOMMENDED TEXTS

- a. Cline, Joy, Ken Williams, and Dan Dolan. **Voices in Literature, Language and Composition, Book 2.** Toronto: Ginn & Co., 1968.
- b. Novels - One or more from the recommended titles included in the list, Grade X Novels.

- c. Modern plays - One or more from the recommended titles in the list, Grade X Plays.

OPTIONAL

- d. Poetry to be chosen from one or more of the following:
Corbin, R., **Currents in Poetry**
Eckersley, William, **Impact**
Metcalf, J., and G. Callaghan, **Rhyme and Reason.** (Toronto: The Ryerson Press).
Rittenhouse, C. et al., **Words on Wings**
Rutledge, D., **The Blue Guitar**
Smiley, M. B. (Director), **Stories in Song and Verse**
Summerfield, G., **Voices 1**
Weir, C., **Steel and Summer Rain**
- e. Non-Fiction (Optional) - Select one or more titles from the recommended list entitled, Grade X Non-Fiction.

4. GUIDELINES

- a. Students' self-confidence should be fostered.
- b. Students should be enabled to increase their sense of responsibility.
- c. Student discussion should be encouraged through both large and small group situations.
- d. Students should be taught to listen carefully and courteously to each other and to the teacher.
- e. Students should be urged to speak freely but **audibly**.
- f. Students should be given assistance in writing legibly and meaningfully.
- g. Students should be taught to correct written and oral weaknesses.
- h. Students, through reading and discussing good literature (both fiction and non-fiction), should be led to a better understanding of themselves and of others.
- i. Students should be given opportunities to read good books.

ENGLISH 10

1. INTRODUCTION AND COURSE CONTENT

English 10 is a 5-credit matriculation course which attempts to correlate literature and language through integrating language techniques and communication skills with a study of the short story, the novel, non-fiction, the full-length modern play and a Shakespearean play.

2. RECOMMENDED TEXTS

- a. LANGUAGE
Fleming, Harold, and Allan Glatthorn, **Composition: Models and Exercises 10.** New York: Harcourt, Brace & World, Inc., 1965,
- b. PROSE
 - i. **The Short Story**
A Minimum of ten to be selected for class study and/or independent reading.
Maline, J. L., and James Berkley (eds.). **Approaches to Literature, Vol. I: Studies in the Short Story,** New York: Random House, Inc., 1967.

ii **The Novel**

At least one to be studied from the recommended titles included in the list, Grade X Novels.

c. **NON-FICTION (Optional)**

If time and student interest permit, choose one or more from the recommended titles included in the list, Grade X Non-Fiction.

d. **THE FULL-LENGTH MODERN PLAY**

If time and student interest permit study one or more of the plays from the recommended titles included in the list, Grade X Plays.

e. **THE SHAKESPEAREAN PLAY**

Choose and study one play from the recommended titles included in the list, Grade X Shakespearean Plays.

f. **POETRY**

Eckersley, Wm. **Impact**. Don Mills, Ontario: J. M. Dent and Sons, Ltd., 1968.

OR

McLuhan, M. and R. J. Shoenk. **Voices of Literature, Book 1**, Toronto: Holt, Rinehart and Winston, 1969.

ENGLISH 23

1. INTRODUCTION

English 23 is a five-credit course for non-matriculation students. The course places an emphasis upon all forms of communication.

2. COURSE CONTENT AND RECOMMENDED TEXTS

a. **LANGUAGE**

Corbin, Richard K., Porter G. Perrin, and Earl W. Buxton, **Guide to Modern English**. Scarborough, Ontario: W. J. Gage Ltd., 1959.

This is primarily a reference book which can be used most profitably in both English 23 and English 33 as a source of answers to problems that arise during students' writing activities. Selected sections of certain chapters and of the index may be reviewed with a whole class, but a detailed study chapter by chapter should be avoided.

Three very valuable teacher references for both English 23 and English 33 are:

- i. Loban, W., et al. **Teaching Language & Literature: Grades Seven to Twelve**. New York: Harcourt, Brace and World, Inc., 1961.
- ii. Guth, Han P. **English Today & Tomorrow: A Guide for Teachers of English**. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.
- iii. Fader, Daniel N., and Elton G. McNeil. **Hooked on Books: Program & Proof**. Medallion. New York: Berkley Publishing Corp., 1968.

b. **LITERATURE (General)**

- i. Lynn. **The Range of Literature**. Fiction. Don Mills, Ont.: Thomas Nelson and Sons (Canada) Ltd., 1969.
- ii. Worsnop. **What Do You Think?** Toronto, Ont.: Copp-Clark Publishing Co., 1969.

- iii. Hogan. **Poetry of Relevance.** Book 2. Toronto, Ontario: Methuen Publications, 1970.
- c. DRAMA
One or more plays from the recommended titles included in the following lists:
 - i. Grade XI Plays
 - ii. Grade XI Shakespearean Plays
 Consider time and student interest.
- d. THE NOVEL
One or more from the recommended titles included in the list, Grade XI Novels.
- e. NON-FICTION (Optional)
Select one or more titles from the list entitled, Grade XI Non-Fiction.

ENGLISH 20

1. INTRODUCTION

English 20 is a 5-credit matriculation course which correlates the language and literature skills in prose, poetry and drama.

2. COURSE CONTENT AND RECOMMENDED TEXTS

- a. PROSE
 - i. **The Short Story**
A minimum of ten.
Buxton, E. W., **Prose for Discussion**, W. J. Gage Co., 1968.
- b. THE ESSAY
A minimum of ten.
Buxton, E. W., **Prose for Discussion**, W. J. Gage Co., 1968.
- c. THE NOVEL
One or more novels from the recommended titles included in the list, Grade XI Novels.
- d. POETRY
Perrine, Laurence, **Sound and Sense**, (Second Edition), Harcourt, Brace and World, Inc.
- e. DRAMA (One from Section (1) or (2) to be studied):
 - i. Modern Drama
Study one play from the recommended titles included in the list, Grade XI Plays.
 - ii. The Shakespearean Drama
Study one Shakespearean drama from the recommended titles in the list, Grade XI Shakespearean Plays.
- f. NON-FICTION (Optional)
If time and student interest permit, study one or more of the publications included in the recommended list, Grade XI Non-Fiction.
- g. LANGUAGE
Ford, Margaret. **Techniques of Good Writing.** Agincourt, Ontario: The Book Society of Canada.

ENGLISH 33

1. INTRODUCTION

English 33 is a 5-credit course which is designed for non-matriculation students at the Grade XII level. The emphasis should be upon the improvement of fundamental reading and language skills.

2. COURSE CONTENT AND RECOMMENDED TEXTS

a. LANGUAGE

- i. See all materials for English 23.
- ii. Text: Corbin, Richard K., Porter G. Perrin, and Earl W. Buxton. **Guide to Modern English.** Scarborough, Ontario: W. J. Gage Ltd., 1959.

b. SHORT STORIES AND ESSAYS

- i. Scheld, Elizabeth. **Designs in Fiction.** Literary Heritage Series. Don Mills, Ontario. Collier-MacMillan Canada Ltd., 1961.
- ii. Reinert, Otto. **Working with Prose.** New York: Harcourt, Brace and World, Inc. (Longman Canada Ltd.), 1959.

The introduction to the above texts provides a brief statement regarding suggested methods for teaching the short story and the essay.

c. NOVELS

One or more from the recommended titles included in the list, Grade XII Novels.

d. DRAMA

One or more plays to be chosen from the recommended titles included in the following lists:

- i. Grade XII Plays
- ii. Grade XII Shakespearean Plays

e. THE MAGAZINE AND NEWSPAPER

(See Appendix 2)

f. NON-FICTION (Optional)

Select one or more titles from the list entitled, Grade XII Non-Fiction.

ENGLISH 30

1. INTRODUCTION

English 30 is a five-credit course designed for students seeking matriculation.

2. COURSE CONTENT AND RECOMMENDED TEXTS

a. SHORT STORIES

Text: Perrine, Laurence, **Story and Structure.** New York: Harcourt Brace and World, Inc., 1966.

Teacher and class will select a minimum of ten stories for class discussion and independent reading by students.

b. ESSAYS

Text: Buxton, et al. (Editors), **Points of View.** Scarborough, Ontario: W. J. Gage Limited, 1967.

Teacher and class will select minimum of ten essays for class discussion and independent reading by students.

c. POETRY

Text: Charlesworth and Lee (Editors), **An Anthology of Verse**.
Toronto: Oxford University Press, 1964.

A number of poems to be selected for class discussion and independent reading.

From the following sources, one or more poets to be studied in depth:

- i. Leggett Glen (Editor), **12 Poets**. New York: Rinehart and Company, 1958, or Shakespeare, Donne, Pope, Wordsworth, Keats, Browning, Emily Dickinson, Housman, Yeats, E. A. Robinson, Frost, T. S. Eliot.
Introduction and notes on each poet in the following:
- ii. Chaucer: **Canterbury Tales** (Croft Classics)
- iii. Coleridge: **Selected Poems** (Croft Classics)
- iv. Donne: **Selected Poems** (Croft Classics)
- v. Keats: **Selected Poems** (Croft Classics)
- vi. Tennyson: **Selected Poems** (Croft Classics)
- vii. Hopkins: **Selected Poems and Prose** (Penguin)
- viii. Cummings, E. E.: **Selected Poems** (Faber)
- ix. Shakespeare: **Renaissance Poetry** (Prentice Hall)
- x. **Poets of Mid Century** (MacMillan)

d. NOVELS

One or more publications from the recommended titles included in the list, **Grade XII Novels**.

e. MODERN DRAMA

One or more plays from the recommended titles included in the list, **Grade XII Plays**.

f. SHAKESPEAREAN DRAMA

One or more Shakespearean plays from the recommended titles included in the list, **Grade XII Shakespearean Plays**.

g. NON-FICTION (Optional)

If time and interest permit, study one or more of the recommended titles included in the list, **Grade XII Non-Fiction**.

h. LANGUAGE

Corbin, Perrin and Buxton. **Guide to Modern English**. Scarborough, Ontario: W. J. Gage Co. Ltd., 1959.

SECTION F

NOVELS, MODERN PLAYS, SHAKESPEAREAN PLAYS AND NON-FICTION IN THE SENIOR HIGH SCHOOL

The selections listed below are organized under three major headings, Grade X, Grade XI and Grade XII, rather than by specific courses. Teachers may select from the list under the heading for courses associated with that grade. For example, the heading "Grade X Novels" provides recommended titles for both English 10 and English 13.

GRADE 10 NOVELS	
Author	Title
Bradbury, R.	SOMETHING WICKED THIS WAY COMES
Braithwaite, E.	TO SIR, WITH LOVE
Burnford, S.	INCREDIBLE JOURNEY
De La Roche, M.	JALNA
Du Maurier, D.	SCAPEGOAT
Falkner, J. M.	MOONFLEET
Gloag, J.	OUR MOTHER'S HOUSE
Green, H.	I NEVER PROMISED YOU A ROSE GARDEN
Head, A.	MR. & MRS. BO JO JONES
Hilton, J.	LOST HORIZON
Hubert, F.	DRAGON IN THE SEA
Jackson, S.	HAUNTING OF HILL HOUSE
London, J.	SEA WOLF
Maclean, A.	ICE STATION ZEBRA
McCullers, C.	THE HEART IS A LONLEY HUNTER
Monsarrat, N.	THE CRUEL SEA (School Edition)
Ngugi, J.	WEEP NOT CHILD
Orwell, G.	ANIMAL FARM
Panshin, A.	RITE OF PASSAGE
Roy, G.	WHERE NESTS THE WATER HEN
Ryga, G.	BALLAD OF A STONE PICKER
Shute, N.	TRUSTEE FROM THE TOOLROOM
St. Pierre, P.	BOSS OF THE NAMKO DRIVE (School Edition)
Stewart, M.	NINE COACHES WAITING
Tolkien, J.	THE HOBBIT
Waugh, E.	THE LOVED ONE
West, M.	THE DEVIL'S ADVOCATE
Wyatt, R.	THE STRING BOX
Wyndham, J.	THE CHRYSALIDS (School Edition)

GRADE 10 PLAYS	
Author	Title
Anderson, M.	THE BAD SEED
Bevan, D. and Trzcinski, E.	STALAG 17
Casella, A.	DEATH TAKES A HOLIDAY
Christie, A.	WITNESS FOR THE PROSECUTION
Coulter, J.	THE TRIAL OF LOUIS RIEL

Davies, R.	AT MY HEART'S CORE-AND-OVERLAID
Gelinas, G.	BOUSILLE AND THE JUST
Groves, C. (ed.)	PLAYS ON A HUMAN THEME: RAISIN IN THE SUN MARTY INHERIT THE WIND
Hamilton, P.	ANGEL STREET
Inge, W.	DARK AT THE TOP OF THE STAIRS
Knott, B.	DIAL "M" FOR MURDER
McCullers, D.	A MEMBER OF THE WEDDING
O'Casey, S.	THREE PLAYS: JUNO AND THE PAYCOCK SHADOW OF A GUNMAN PLOUGH AND THE STARS
Osborne, J.	ON BORROWED TIME
Rank, A.	NIGHT OF JANUARY SIXTEENTH
Richard, S. (ed.)	CANADA ON STAGE
Rostrand, E.	CYRANO DE BERGERAC
Shaw, B.	ANDROCLES AND THE LION
Stein, J.	FIDDLER ON THE ROOF
Thomas, B.	CHARLEY'S AUNT
Ustinov, P.	ROMANOFF AND JULIET
Williams, N. (ed.)	WORLDS APART

GRADE 10 SHAKESPEARE

AS YOU LIKE IT	ROMEO AND JULIET
MERCHANT OF VENICE	TWELFTH NIGHT
MIDSUMMER NIGHT'S DREAM	

GRADE 10 NON-FICTION

Author	Title
Berton, P.	KLONDIKE
Bodsworth, F.	LAST OF THE CURLERS
Brickhill, P.	THE GREAT ESCAPE
Dooley, T.	THE NIGHT THEY BURNED THE MOUNTAIN
Griffin, J.	BLACK LIKE ME
Hersey, J.	HIROSHIMA
Heyerdahl, J.	THE KON-TIKI EXPEDITION
Johnson, O.	I MARRIED ADVENTURE
Killilea, M.	KAREN
Lord, W.	NIGHT TO REMEMBER
Lorenz, K.	ON AGGRESSION
Mowat, F.	NEVER CRY WOLF
Olsen, J.	NIGHT OF THE GRIZZLIES
Young, D.	LAST VOYAGE OF THE UNICORN

GRADE 11 NOVELS

Author	Title
Achebe, C.	THINGS FALL APART (Student Edition)
Bronte, C.	JANE EYRE
Buck, P.	THE GOOD EARTH

Dickens, C.	A TALE OF TWO CITIES
Dostoyevsky, F.	THE DOUBLE
Douglas, L.	MAGNIFICENT OBSESSION
Golding, W.	LORD OF THE FLIES
Greene, G.	BRIGHTON ROCK
Hailey, A.	IN HIGH PLACES
Knowles, J.	A SEPARATE PEACE
Laurence, M.	THE STONE ANGEL
Le Carre, J.	THE SPY WHO CAME IN FROM THE COLD
Lee, H.	TO KILL A MOCKINGBIRD
Lewis, S.	ELMER GANTRY
MacLean, A.	GUNS OF NAVARONE
MacLennan, H.	TWO SOLITUDES
Markandaya, K.	NECTAR IN A SIEVE
McDougall, C.	EXECUTION
Mitchell, W. O.	WHO HAS SEEN THE WIND
Nordhoff, C. & Hall, J.	MUTINY ON THE BOUNTY
Pangborn, Edgar	A MIRROR FOR OBSERVERS
Steinbeck, J.	THE PEARL
Tey, J.	DAUGHTER OF TIME
Wiseman, A.	THE SACRIFICE

GRADE 11 PLAYS

Author	Title
Aiken, C.	MR. ARCULARIS
Anderson, R.	I NEVER SANG FOR MY FATHER
Ardrey, R.	THUNDER ROCK
Cadogan, E.	RISE AND SHINE
Durrematt, F.	VISIT
Freedley, G.	THREE PLAYS ABOUT CRIME AND CRIMINALS: KIND LADY ARSENIC AND OLD LACE DETECTIVE STORY
Fugard, A.	THE BLOOD KNOT
Gelinas, G.	YESTERDAY THE CHILDREN WERE DANCING
Gross, G. (ed.)	YOUTH IN CONFLICT: NOAH ANTIGONE AH! WILDERNESS WEST SIDE STORY
Hanley, W.	SLOW DANCE ON THE KILLING GROUND
Israel, C.	THE LABYRINTH
Kaufman, W.	GREAT TELEVISION PLAYS
Livesley, J.	THREE WORLDS OF DRAMA: THE BLACK BONSPIEL CAINE MUTINY - COURT MARTIAL GLASS MENAGERIE
Miller, A.	THE CRUCIBLE
Ryga, G.	THE ECSTASY OF RITA JOE
Saroyan, W.	THE CAVE DWELLERS

Shaw, B.	FOUR PLAYS BY BERNARD SHAW: CAESAR AND CLEOPATRA CANDIDE DEVIL'S DISCIPLE MAN AND SUPERMAN
Thomas, D.	UNDER MILKWOOD
Wasserman	MAN OF LA MANCHA
Wilder, T.	THREE PLAYS: SKIN OF OUR TEETH OUR TOWN THE MATCHMAKER
Wyatt, R.	MARRIAGE IN AN ORDINARY HOUSE

GRADE 11 SHAKESPEARE

HENRY IV - PART I	MACBETH
HENRY IV - PART II	MUCH ADO ABOUT NOTHING
JULIUS CAESAR	TAMING OF THE SHREW

GRADE 11 NON-FICTION

Author	Title
Ardrey, R.	AFRICAN GENESIS
Cousteau, J., Dumas, F.	SILENT WORLD
Davies, R.	MARCHBANK'S ALMANACK
Gibran, K.	THE PROPHET
LaMure, P.	THE MOULIN ROUGE
Laurence, M.	THE PROPHETS CAMEL BELL
Pepys, S.	DIARY OF SAMUEL PEPYS (Abr.)
Stone, I.	CLARENCE DARROW FOR THE DEFENSE
Woodham-Smith, C.	THE REASON WHY

GRADE 12 NOVELS

Author	Title
Ambler, E.	A COFFIN FOR DIMITRIOS (Mask of Dimitrios)
Bronte, E.	WUTHERING HEIGHTS
Callaghan, M.	THE LOVED AND THE LOST
Camus, A.	THE OUTSIDER (The Stranger)
Craig, J.	IN COUNCIL ROOMS APART
Davies, R.	LEAVEN OF MALICE
Delany, S.	BABEL SEVENTEEN
DeMille, J.	A STRANGE MANUSCRIPT FOUND IN A COPPER CYLINDER
Dickens, C.	MARTIN CHUZZLEWIT
Dostoyevsky, F.	CRIME AND PUNISHMENT
Fitzgerald, F.	THE GREAT GATSBY

Hardy, T.	TESS OF THE D'URBERVILLES
Hemingway, E.	FOR WHOM THE BELL TOLLS
Hesse, H.	SIDDHARTHA
Kreisel, H.	THE BETRAYAL
Kreisel, H.	THE RICH MAN
Miller, W.	A CANTICLE FOR LEIBOWITZ
Orwell, G.	NINETEEN-EIGHTY-FOUR
Paton, A.	CRY, THE BELOVED COUNTRY
Steinbeck, J.	GRAPES OF WRATH
Theriault, V.	AGAGUK
Vercors, J.	YOU SHALL KNOW THEM
West, M.	THE AMBASSADOR

GRADE 12 PLAYS

Author	Title
Albee, E.	THE AMERICAN DREAM
Anouilh, J.	BECKETT
Anouilh, J.	FIVE PLAYS: Vol. 2
	ARDELE
	TIME REMEMBERED
	MADemoisELLE COLOMBE
	RESTLESS HEART
	LARKE
Brecht, B.	GALILEO
Chekhov, A.	THE CHERRY ORCHARD
Gardner, H.	THOUSAND CLOWNS
Gelinas, G.	TIT-COQ
Gilson, E.	HELOISE AND ABELARD
Huffman, G. (ed.)	TODAY'S DRAMA: Six Scripts for Three Media
	JOHN TURNER DAVIS
	THE HAIRING PLACE
	GENIE OF SUTTON PLACE
	THE BRIDE COMES TO YELLOW SKY
	THE PULLMAN CAR, HIAWATHA
	THE SANDBOX
Ibsen, H.	FOUR MAJOR PLAYS:
	DOLL'S HOUSE
	HEDDA GABLER (Hedda Gabler and other Plays by Ibsen)
	WILD DUCK
	MASTER BUILDER (Master Builder and Plays by Ibsen)
Miller, A.	DEATH OF A SALESMAN
O'Neill, E.	LONG DAY'S JOURNEY INTO NIGHT
Pinter, H.	THE TEA PARTY
Pirandello, L.	HENRY FOURTH
Turner, E.	THE RELUCTANT PROPHET: AND OLD MAN AESOP

Voaden, H. (ed.)	FOUR PLAYS OF OUR TIME: 1. I REMEMBER MAMA 2. TEAHOUSE OF THE AUGUST MOON 3. FLIGHT INTO DANGER 4. AN ENEMY OF THE PEOPLE
Yeats, W.	KING OEDIPUS

GRADE 12 SHAKESPEARE

ANTHONY AND CLEOPATRA	OTHELLO
CORIOLANUS	RICHARD III
HAMLET	THE TEMPEST

GRADE 12 NON-FICTION

Author	Title
Abrahams, P.	TELL FREEDOM
Aldridge, J. M.	IN THE COUNTRY OF THE YOUNG
Carson, R.	SILENT SPRING
Chichester, F.	THE LONELY SEA AND THE SKY
Fromm, E.	THE ART OF LOVING
Maugham, W. S.	THE MOON AND SIXPENCE
Moorehead, A.	RUSSIAN REVOLUTION
Morris, D.	THE HUMAN ZOO
Roberts, D.	THE MOUNTAIN OF MY FEAR
Rose, A.	ROOM FOR ONE MORE
Schweitzer, A.	OUT OF MY LIFE AND THOUGHT
Toffler, A.	FUTURE SHOCK
Trent, B.	STEVEN TRUSCOTT STORY

ANNOTATIONS

GRADE X - NOVELS

Bradbury, Ray **Something Wicked This Way Comes**

Bradbury's poetic style and story-telling ability have merged in this superb allegory to produce a compelling fantasy and Bradbury's best novel. Two thirteen year old boys, intrigued by an itinerant circus, become ensnarled in its deadly spell and turn to one of their fathers for guidance and aid. But the enticements of the circus, of promises of delights we often wish for, are powerful and sapping. An excellent suspense story but also a brilliant allegory about life and how it can be lived. Provides good reading for average students and fruitful reading for advanced students. Because of the way in which Bradbury has captured much of the atmosphere which surrounds growing up, it may appeal to all students.

Hardy, T.	TESS OF THE D'URBERVILLES
Hemingway, E.	FOR WHOM THE BELL TOLLS
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	HEDDA GABLER (Hedda Gabler and other Plays by Ibsen)
	WILD DUCK
	MASTER BUILDER (Master Builder and Plays by Ibsen)
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Braithwaite, Edward

To Sir, With Love

To Sir, With Love depicts the struggles, failures and successes of a Negro teacher in a school in London's depressed East End. The emphasis in the novel is on character and personality change. This novel has been popular with students particularly because the setting is familiar to them and discussion is a natural outgrowth of the reading. Easy reading.

Related Materials - Kaufman, Bel. **Up The Down Staircase.**
Wilkerson, David. **The Cross And The Switchblade.**

Börnford, Shelia.

The Incredible Journey

Short, easy-to-read animal story set in the wilderness of northern Ontario. The instinct for survival among domestic pets revives the ability to search for and kill needed food, and allows wise and considerate help for the weaker members of the group. The three animals, an aging bull terrier, a young Labrador retriever and a Siamese cat find their way across 250 miles of Canadian wilderness. Humor and suspense occur in each of the challenges to survival which are met and overcome. Excellent characterization of each animal shows differences in tastes, abilities and personalities.

De La Roche, Mazo.

Jalna

This is the first of the 'Whiteoaks' novels written by this Canadian author, although it stands fifth in the sequence of the saga. In **Jalna**, as in the other novels in the series, each of which can be read on its own, the reader is introduced to all the main characters. The lives of the third generation of an old aristocratic Ontario family in the 1920's forms the basis for this book. Characters are well drawn, and even though the old grandmother, Adeline Whiteoak, plays only a minor role in this novel, she seems to upstage all the other members of the cast. The novel is outstanding for the strong emotional conflicts arising from the interpersonal relationships among family members.

Related Materials - Galsworthy, John. **The Forsythe Saga.**

DuMaurier, Daphne.

Scapegoat

An introverted, lonely professor of French history meets his physical double but temperamental opposite in LeMans, switches lives, and acquires a complex family situation, a lurid past, and a failing business. The pace and suspense in this book are great; there is little "moral", except perhaps that "tendresse" is a desirable feature. Easy reading; sharp characterization.

The melodrama and emotional involvement of **Rebecca**, **Jamaica Inn**, and **Frenchman's Creek**, by this author, are as strong as ever in this book.

Falkner, John.

Moonfleet

Moonfleet is a novel of adventure involving smugglers, hidden treasure, and countless perils on land and sea.

The main character, John Trenchard, is a young orphan whose pattern of life abruptly shifts when he is discovered hiding in an underground church vault. Although written in nineteenth century style and diction, the novel is easily read and understood.

Gloag, Julian.

Our Mother's House

Seven apparently fatherless children, faced with the unknown terrors of an orphanage, decide not to report their mother's death. Instead, they bury her in the garden, build a tabernacle over her grave and conduct sèances.

To the outside world they pretend she is ill and confined to her room and attempt to set up their own familial structure. This is a fascinating novel which students find highly provocative because of the issues raised concerning social institutions and values, and alienation.

Related Materials - Golding, W. **Lord Of The Flies.**

Green, Hannah.

I Never Promised You A Rose Garden

Deborah Blau, a sixteen year old Jewish American girl, has retreated from reality into the bondage of an imaginary kingdom. With the aid of a brilliant psychiatrist, Dr. Fried, she spends three years trying to come back from the strange and seductive world of the mentally ill. Fluid changes in style reflect the transition between the world of the imagination and the world of reality.

Related Materials - Keyes, Daniel. **Flowers For Algernon.**
Ward, M. J. **The Snake Pit.**

Film - **I Never Promised You A Rose Garden.**

Head, Ann.

Mr. And Mrs. Bo Jo Jones

July, an attractive, intelligent girl from an old aristocratic family, and Bo Jo Jones, the high school athletic star, son of a working class family, find themselves in a situation faced by teenagers all over North America - they have to get married. Having rejected all other solutions, uncertain of their love for each other, and keenly aware of the grief and disappointment they have brought to their families, they set out to make the best of a difficult situation.

Related Materials - Aldridge, J.W. **In The Country Of The Young.**

Film - **Nobody Waved Goodbye**

Hilton, James.

Lost Horizon

When an airplane is hijacked in China, Conway and fellow travellers are taken to the Utopian city of Shangri-la which is hidden in the mountains of Tibet. The theme introduced the idea of prolonged life and attendant problems, a current sociological concern. This exploration of a Utopian society is easy to read and exciting.

Related Materials - DeMille, James. **A Strange Manuscript Found In A Copper Cylinder.**

Study Guides - Study Master Publication 454
Monarch Subject Guide 00842
Macmillan

Hubert, Frank.

Dragon In The Sea

The crew of a futuristic American submarine must obtain oil from an undersea source in enemy waters, and must discover the saboteur on board. The main character is a psychologist passing as an electronics expert, who,

among other things, must check the captain's psychological condition. Set mainly under the ocean, where submariners of the next century cope with cramped quarters, mutual distrust and an elusive, intangible enemy seen only as radar blips, this book creates an eerie nervous tension and raises some interesting psychological and social questions. While technology has advanced, institutions and individual psyches have not. Here is a springboard for discussion of individual and group psychology, the cultural lag, the death wish, the mechanics of war, etc. Strong plot and subplot.

Related materials - MacLean, Alistair. **Ice Station Zebra.**

Jackson, Shirley.

The Haunting Of Hill House

Dr. John Montague, a doctor of philosophy, was convinced that his true vocation was the analysis of supernatural manifestations. Therefore, he rented Hill House for three months so that he might study the causes and effects of psychic disturbances in a house commonly known as "haunted". From this basis, Shirley Jackson has woven a mystery-suspense story of the first order. Easy reading.

London, Jack.

The Sea Wolf

In a sea adventure story, circa 1900, London has produced a rare combination of physical conflict with character clashes and warring philosophies. The narrator, a Boston literary dilettante, is accidentally thrown in with the crew of a semi-piratical whaling ship whose captain, Wolf Larsen, is part Nietzschean superman, part Lucifer - brutal, intelligent, amoral. **Sea Wolf** can stimulate discussion on three levels: melodrama, character developments and conflict, the individual versus the collective ethic. In this last area, the book's bias is diametrically opposed to that of Ayn Rand.

Another London book with similar qualities, but nearly biographical, is **Martin Eden.**

MacLean, Alistair.

Ice Station Zebra

An S.O.S. message from Ice Station Zebra, a British meteorological station on the polar ice cap, indicates that the Station has been mysteriously swept by fire and that time is running out for the handful of survivors. While rival American and Russian long-range bombers circle the North Pole, trying vainly to pick up the location of Zebra, an American nuclear submarine is ordered into service. This novel of intrigue and suspense has a straightforward, fast-moving plot with some real heroes, not the least being the nuclear submarine itself, with all of the devices which give it a fantastic ability to survive.

Related materials - Hubert, Frank. **Dragon In The Sea.**

McCullers, Carson.

The Heart Is A Lonely Hunter

Human tragedy, evolving from alienation, is the subject explored within this novel. Its three main players make their entrances upon a lonely stage - a kindly deaf mute, groping with sensitivity for human communication; a young girl, struggling painfully toward womanhood and her dreams of a musical career; and an elderly Negro doctor, facing the double pain of a broken relationship with his only daughter and the knowledge of his terminal illness. Dimly in the shadows hover the minor characters, each impris-

oned under his own lonely spotlight - a deaf imbecile, a transient alcoholic, the girl's disillusioned mother and her crippled father.

The great tragedy lies in the deaf mute's continuing personal alienation - those lives he touches drain him for their needs, but remain locked away from his, until it is too late.

The characters are authentic, poignantly portrayed and well rounded.

Related materials - Kellogg, Marjorie. **Tell Me That You Love Me, Junie Moon.**

Monsarrat, Nicholas.

The Cruel Sea

The Cruel Sea deals with the men and their ships during the Second World War - the skirmishes which marked its beginning, the ferocious combat in the middle period when it seemed that U-boats might prevail, the fierce struggle of the latter years with victory at the close. The men are the stars of the story. "... the only heroines are the ships and the only villain the cruel sea itself." Under the double stress of having to contend with the enemy and with the cruel sea - strong, furious, moody, violent, gentle, treacherous - the essential qualities of mankind reveal themselves, and make the character studies in the book as interesting as the narrative.

Related materials - MacLean, Alistair. **HMS Ulysses**

Ngugi, James.

Weep Not Child

This first novel of James Ngugi is set in his homeland of Kenya during the struggle for independence. Young Njoroge wishes to be better educated in order to help his father gain control of the land that now belongs to the white men. Everything progresses smoothly until the arrest of Jomo! Gradually all the family members are drawn into the fight for independence. Noteworthy in this novel is the quality of the language used and the skillful manner in which it is shaped.

Related materials - Conton, William. **The African.**

Ngugi, James. **The River Between.**

Study Guides - Bellhaven House has school edition.

Orwell, George.

Animal Farm

Animal Farm and **1984** have become two of the most popular sociological works of our time. In **Animal Farm**, a fable, the animals assume human characteristics. The animals take over a farm from their derelict human owner and set up their own classless society. Gradually a class structure emerges.

Orwell's great concern about society cannot amount to much more than a warning, for he indicates no way to stop the cyclical establishment and destruction of the class system. Too often readers have seen this book as an adverse criticism of communism, but Orwell's admonition would appear to apply to capitalists and communists alike, a point evident in **1984**.

Study Guides - Methuen
Study Master Publications 416
Monarch Study Guides 00718
Writers and Critics

Panshin, Alexi.

Rite Of Passage

Science fiction which explores the advantages and disadvantages of technological progress. A girl coming of age in a future society endures with her peers the prescribed initiation, an expedition into more primitive societies to test ability to survive. Topics explored: humanitarian values, educational preparation for future forms of civilization, attitudes toward compulsory population control and conditioning of human responses in an entirely artificial environment. Characters, predominantly adolescent, are dynamic and memorable.

Related materials - Huxley, Aldous. **Brave New World.**
Osborn, E. M. **A Visit To Ergon.**

Roy, Gabrielle.

Where Nests The Water Hen

Luzina, a finely drawn character, is the mother and central figure in this poignantly engrossing study of an extraordinary French-Canadian pioneer family. Her immensely joyful spirit envelops the reader; her initiative and determination to arrange schooling for her children fill us with admiration; and, her miraculous yearly trips to the city through blizzard weather and her return, immediately her business is finished, fill us with wonder when we discover the gift she brings home each year to her waiting family - a new baby. Finally, the inevitable loneliness of the human spirit when the family breaks apart is explored in some depth. The book's style is often jocund, crackling, intricately rich and profound.

Related materials - Hémon, Louis. **Maria Chapdelaine.**
Cather, Willa. **Shadows On The Rock.**

Ryga, George.

Ballad Of A Stone Picker

A dramatic monologue. The nameless speaker who tells the story of his life on the sparse land he farms takes on stature as he reveals his own simplicity and bitter determination. The story he tells of his favoured brother whom he helped send to college, of the people who live in his town, and of the land as poor as those upon it is so harsh yet human, that warmth goes out to this singer of the song of the stone-pickers. In return one's moral fibre is strengthened by seeing a man living his life on his own terms under conditions from which most of us would have fled.

Shute, Nevil.

Trustee From The Toolroom

No villain. Not one. Shute has written about an ordinary man who, armed with little but his decency, sets out half around the world in an attempt to retrieve for his niece a legacy lost when her adventurous parents, bound in a small yacht for Vancouver, were killed upon a coral reef. The novel is a moving and enriching account of Keith Stewart's hesitant determination and his unheroic goodness. Easy reading. Positive outlook.

Related materials - Kreisel, Henry. **The Rich Man.**

St. Pierre, Paul.

Boss Of The Namko Drive

Based on one of the TV scripts in his Cariboo Country series, this is an easily read adventure story of a cattle drive through the Chilcotin country of B.C., a plateau which lies between the Fraser River and the Coast moun-

tains. The drive involves a three-week trip with nearly two hundred head of cattle over two hundred miles. The responsibility of managing the journey falls to a fifteen year old boy. Other characters are typical ranchers, Indians and cowboys.

Related materials - St. Pierre, Paul. **Breaking Smith's Quarter Horse.**

Stewart, Mary.

Nine Coaches Waiting

A romantic mystery unfolds when pretty Linda Martin, a modern English girl, is engaged as a governess by a temperamental Frenchman at a secluded chateau outside Paris. Complications arise when Linda becomes involved with her employer's stepson - handsome, dangerous Raoul Valmy - and discovers a plot to murder her young charge. After a series of unlikely but lively adventures, culminating in an exciting climax, all ends happily.

Tolkien, J. R. R.

The Hobbit

Using elements of Celtic, Nordic and English folklore, Tolkien has created an elaborate legendary world for both children and adults, peopled by hobbits, their companions, and enemies. **The Hobbit** is fascinating because of its archetypal images, and because of the way it draws forth the reader's deepest instincts and fears and allows them freedom.

Related materials - L'Engle, Madeline. **A Wrinkle In Time.**
Tolkien, J. R. R. **The Lord Of The Rings.**

Waugh, Evelyn.

The Loved One

Modern Californian death rites are satirized through English eyes in this short, ironic caricature of a great American cemetery. When the hero, employed in a pet cemetery, falls in love with a cosmetician in posh Whispering Glades, he encounters not only social barriers, but a rival in one of the undertakers, a Mr. Joyboy. The outcome is blackly hilarious. Both English and American social foibles are satirized here, though the former are favoured.

An irreverent and funny and sophisticated short work in which much of the humour is too allusive and too sophisticated for slower students. It should be avoided by students recently exposed to death.

West, Morris.

The Devil's Advocate

Psychological novel with post World War II background. West implies that few men are chosen to be saints, but many are called to prevail over wickedness with good — and do. **The Devil's Advocate**, a legal-minded priest, investigates a town's claim of saintliness for Nerone, a deserter whose selfless care for the villagers ended with his death by the Communists. The priest has a reawakening of his own humanity and concern for the living sinners as he meets Neron's mistress, their troubled adolescent son, a drug-taking contessa and a homosexual English painter. A three act dramatized version by Dore Schary available from Samuel French.

Related materials - Guareschi, Giovanni. Any of the **Don Camillo** series.

Wyatt, Rachel.

The String Box

Canadian, experimental, new and challenging. Its techniques are subtle. It has a style and form which place it somewhere between the rapid-

flash technique of television and the stream-of-consciousness of Virginia Woolf. Smith, a script-writer, has received the worst possible review of his daily show. However, in a society of distorted values everything works out ironically. His boss misreads the review and John Bogden rises swiftly up the success ladder and into all the horrors and perversions that envelop it. In her use of symbols and images, Rachel Wyatt has captured the nebulous nature and the restrictions of those obligations and created a satisfying and humorous comment on our society.

Wyndham, John.

The Chrysalids

A "sure-fire" book for years, set in a post-nuclear world yet optimistic, **The Chrysalids** combines action and suspense with the science fiction of human mental possibilities, concluding with an ethical paradox. The main characters are young people who, in a backward society understandably but insanely suspicious of abnormalities, find themselves telepathic. Their persecution, escape, discovery of strong allies, and eventual high-minded annihilation of their persecutors, provides not only physical and mental conflict, but a basis for thought and discussion concerning the workings of the human mind and the fundamentals of social morality.

Related materials - Wyndham, John. **Day Of The Triffids.**

Wyndham, John. **The Midwich Cuckoos.**

GRADE X - PLAYS

Anderson, Maxwell.

The Bad Seed

A drama in two acts, of emotional power and impact, raises the question of the inheritance of criminal tendencies. Rhoda, the young daughter of Colonel and Christine Penmark is "just too good to be true." There is, however, another side to Rhoda, a side masqued from the players but which becomes increasingly evident to the readers and to the audience. The death, by drowning, of Claude, one of Rhoda's schoolmates, is no accident. Christine discovers amongst Rhoda's treasures the victim's medal and comes to realize Rhoda's guilt. Rhoda's murder of Leroy forces Christine's hand - she gives Rhoda a deadly dose of sleeping pills and shoots herself. The shot awakens Monica, a neighbor; Christine is dead but Rhoda survives.

Related Materials - Golding, William. **Lord Of The Flies.**

Bevan, D. and Trzcinski, E.

Stalag 17

A comedy-melodrama, this "turbulent and gusty play" shows a group of American prisoners lodged in a German prison-camp, trying to escape, to embarrass and irritate their captors. The plot revolves about the escape of an American who will face serious punishment for sabotaging a train, and his fellow-prisoners who hide him. They at last learn which prisoner has been all the while a stooge for the Germans. Dominant tone of the play is lusty comedy, but this is ingeniously combined at all times with excitement and tension of the most holding sort of suspense.

Related Materials - Brickhill, Paul. **The Great Escape.**

Morgan, Helen. **What Price Glory?**

Cassella, Alberta.

Death Takes A Holiday

This short three-act play is essentially a thriller. Some attention-getting suspensions of natural law set the mood. Death, personified neglects his duties to meet and mix with mortals, and falls in love with one of them. The other characters are members of the smart aristocratic set of pre-Russian-Revolution Europe. Different attitudes to death emerge, but this play is mainly good escapist melodrama. Though the dialogue is dated, the reading is easy; some imagination is required.

Related Materials - Dramatized version by Walter Ferris.

Christie, Agatha.

Witness For The Prosecution

One of this author's best suspense thrillers with a double-twist ending and well-developed main characters. The plot is a masterpiece of its kind, revolving around the eternal triangle and murder, and showing a considerable knowledge of applied psychology. Good suspense melodrama. Also available in novel form.

Coulter, John

The Trial Of Louis Riel

A courtroom drama based on the actual records of the court; the play recreates with shocking directness and candour the trial of Louis Riel as it took place in 1885 in Regina, Saskatchewan. Essentially an historical drama, the script offers its readers some rich insights into Riel, charged with high treason, and leaves the reader to draw his own conclusions about the man, about the decision of the court, and about his sentence and incarceration.

Related Materials - Bowsfield, Hartwell. **Louis Riel.**

Davies, Robertson.

At My Heart's Core And Overlaid

These two plays juxtaposed, provide a perceptive view of Canadian life. The author's notes and questions are invaluable aids for detailed study.

At My Heart's Core is set in Upper Canada during the Mackenzie rebellion in 1837. A revelation of the intellectual loneliness of the pioneers. Shows what the well-educated, observant people saw in their new land. Action is psychological rather than physical. Each of three women makes major sacrifices of talent and pleasure to live with her husband in this uncivilized and ungrateful place. The dialogue reflects the intellectual tone of the period when conversation was regarded as an art - long sentences and little colloquialism.

Overlaid is a one-act drama set in rural Canada about 1930. The aesthetic, intellectual, life-enhancing choices are opposed to the prosaic, respectable, life-diminishing choices. Grandfather wants to spend the family windfall on one trip to New York to see an opera; his married daughter wants an impressive family cemetery plot. The battle for supremacy between these life styles is still being fought whenever grants for the arts are being debated. The non-realistic treatment of these views exposes the intellectual deprivation which is part of Canadian history. The Clarke Irwin edition has good notes and questions by the author.

Gelinas, Gratien.

Bousille And The Just

Modern French Canadian but universal in theme. Attacks the prevailing self-deception of modern society which, while professing its belief in

God and spiritual values, pursues with all its energies the tangible wealth of the world. The plot centers on a murder trial in Montreal. Bousille, a self-effacing innocent victim of unscrupulous relatives, is made to testify falsely to free a guilty man. Good use of irony. Easy to read.

Groves, Cy (Editor)

Plays On A Human Theme

Marty, by Paddy Chayevsky, a realistic alternative to stereotyped love stories with handsome men and beautiful women. Marty is an unattractive, small, fat man who sadly accepts his unfulfilled, bachelor life until he meets a plain, shy girl of whom his mother and friends disapprove. The play depicts many levels of conflict well understood by everyman.

A Raisin In The Sun, by Lorraine Hansberry, depicts the search of a Negro family for personal happiness through material success, for self-realization, for dignity. Each member of the Younger family symbolizes the eternal family unit in all its struggles and conflicting goals. Everyone who reads the play can identify with those whose dreams have dried up "like a raisin in the sun."

Inherit The Wind, by J. Lawrence and R. E. Lee, is a fictionalized play based on the 1925 Scopes Trial in Tennessee which resulted from The Butler Act of 1925 prohibiting the teaching of the theory of evolution as it pertained to man. In the play, Bert Cates, a young science teacher taught a biology lesson while substituting for the regular teacher and thus was brought to justice. Freedom, trial by jury, prejudice, non-involvement are values which may be discussed as a result of reading this play.

Hamilton, Patrick.

Angel Street

Centered around the fiendish idea of man's systematically driving his wife insane, this thriller ends happily with a satisfying bit of revenge thrown in as denouement. The setting is Victorian London.

Short, easily read; dialogue slightly dated. The film version, **Gaslight**, is very effective.

Inge, William

Dark At The Top Of The Stairs

"... the secret world that exists behind the screen of neighborly decorum - Tennessee Williams." The Flood family quarrels about money and suspected infidelity; the daughter reluctantly attends a party with a blind date, and she is selfishly unaware of insults he receives as a Jew. His subsequent suicide shocks the family into realization that insecurity and failure to understand the feelings of others can cause suffering and tragedy. Everyone needs the support of love and respect in the "dark" that is always before us. Typical problems are individualized by a variety of characters and analyzed in a context familiar to students. Easy reading. Oklahoma, early 1920's.

Knott, Frederick.

Dial "M" For Murder

This exciting melodrama, a whodunnit, is quiet in style but tingles underneath with excitement. A husband arranges the "perfect murder" of his wife. He blackmails a scoundrel into strangling her and arranges a brilliant alibi for himself. Ironically, the scheme backfires and in a scene of almost unbearable suspense, the husband is trapped into revealing his guilt.

McCullers, Carson.

A Member Of The Wedding

A psychological portrayal of a twelve-year-old girl who is confused, jealous, unsure of herself, and of the turmoil she experiences immediately before her brother's wedding. The play also portrays the interpersonal and inner conflicts of the people surrounding her, all tempered by the home-spun philosophy and loving understanding of the family's black servant, Bernice.

O'Casey, Sean.

Three Plays

This publication includes three of O'Casey's plays - **Juno And The Paycock**, **The Shadow Of A Gunman**, and **The Plough And The Stars**.

Each of these plays is set in the poorer parts of the city of Dublin and each contains a background of violence and revolution perpetrated by the I.R.A. Thus, in each play, the theme is quite clear, for it centres on the impact of war, the national ideal, and the courage of self-sacrifice that is required. Although these plays verge on the melodramatic, they are saved from being classified as such by two main issues: first, the realism and the intensity of the issues or daily experiences are most convincing; second, O'Casey is able to maintain that unusual emotion which is a combination of tears and laughter.

Generally speaking, O'Casey's men are full of big ideas and much talk, and a strong desire to drink: it is his women who bear the brunt of the burdens of living, who must maintain the home and rear the children in circumstances which are deplorable. In fact, O'Casey's characters come through as human beings very strongly - one can hardly forget, in **Juno And The Paycock**, the derelict self-styled 'Captain' Jack Boyle or his useless simple-minded friend, Joxer Daly; nor can one forget Juno Boyle who must take on the responsibility not only for the family but for the stupidities of the Irish nation. One may easily laugh at O'Casey's characters or cry for them, for that matter, but it is doubtful that one will ever forget them once he has seen them on the stage.

Osborne, John

On Borrowed Time

A fantasy on the rearing of Pud by his grandparents. Gramps' method is indeed unique, however, it is complicated by straight-laced, trouble-making Aunt Dimitria. Death, in the person of Mr. Brink, enters and further complicates the situation, but Gramps outwits him and death is suspended temporarily throughout the universe. When Mr. Brink tricks Pud, who falls, fatally injuring himself, Gramps yields to Mr. Brink so he might join Pud. A delightful, fast-moving play, with sequences of events that should sustain reading interest.

Rand, Ayn.

The Night Of January 16th

Miss Rand's Philosophy of individualism is dramatized here with characters almost as stereotyped as those in a morality play - yet they also come through as vital, passionate human beings. A shady businessman marries for money and respectability but retains his adoring and elemental secretary-mistress. After a murder (?) - suicide (?) the play ends with a trial scene in which the jury's verdict depends on their reaction to the three main characters. Two endings, one for either verdict, provide a good opportunity for student involvement.

Richards, Stanley (Editor). **Canada On Stage**

Ten, one-act Canadian plays, many prize winners, all successfully produced.

Procunier, Edwin, **Voices of Desire**. Sidewalk cafe in Paris is setting for reactions of middle-aged Canadian travellers to the tourist attractions of Europe.

Davies, Robertson, **Overlaid**. Annotated previously in Grade X Plays.

Hughes, John, **The Ship Of Dreams**. Cardiff, Wales A boy's dreams of adventure in far away ports are only fantasies until callous treatment by his father goads him to break away from a dull job as grocery clerk. Youthful idealism contrasted with adult cynicism.

Ringwood, Gwen Pharis, **The Courting Of Marie Jenvrin**. Light-hearted romance in Yellowknife. Petite, self-willed, French Canadian Marie is finally subdued by the strong and masterful Michael Lorrigan. Like Kate in **Taming Of The Shrew**, Marie's submission to male domination is only a superficial and deceptive expedient.

Conkle, E. P., **Lavender Gloves**. An unconventional detective story set in an English inn. Bizarre murder plans are initiated by head hunters, and gentle middle aged ladies are saved by the confused but triumphant detective.

Campbell, J. Gounod, **The Bleeding Heart of Wee Jon**. Oriental fantasy with characters reminiscent of the Mikado. Wee Jon, desiring the hand of Dinki Poos, performs three impossible tasks to satisfy the demands of her cunning father.

Werry, Wilfred, **Breakdown**. Psychological study of man's mind in process of breakdown. Restoration of his good name and former job bring about complete cure. The man's other self, the self that is the result of his breakdown, is portrayed by another character who speaks his thoughts and in appearance dramatizes his suicidal state of mind.

Bridkenden, Catherine, **Zanorin**. Small Canadian town setting for story of a talented immigrant who is the victim of prejudice until his musical genius is recognized. Parallel plot of a father's ambition to live vicariously the singing career of his daughter.

Goodchild, Roland, **The Grand Duchess**. Romance between one of the established English aristocracy and a girl of the chorus. Grandmother, the grand duchess, welcomes her warmly and reveals her own past career on the stage.

Malcolm, Ian, **A Moment Of Existence**. Symbolic presentation of conflict between man as an independent and self-respecting thinker and man as an object, a faceless creature manipulated by outside forces. Designed to be performed in concert reading style, beginning with a soliloquy, becoming a duet, then a trio, and so on until at the curtain, there is a cacophonous chorus.

Rostand, Edmund. **Cyrano De Bergerac**

Brian Hooker's translation does justice to this drama of the dashing French poet and swordsman. Cyrano, the Pinocchio-nosed lover, courts Roxane by proxy and humbly watches while his poetic compositions win her for his friend. The opening scenes need explanation to familiarize students with the literary tradition of elaborate verbal courtship. The ideal of invin-

cible integrity symbolized by Cryano's white plume, the pain of personal physical handicap obvious of the enormous nose, the feats of physical and moral courage admired in every generation make this five act heroic comedy a favourite of capable students.

Study Guides - Study Master Publications 151
Monarch Study Guides 00863

Shaw, G. B.

Androcles And The Lion

Shaw uses the old legend as a vehicle for a witty but searching analysis of different religious philosophies, and of several different types of "Christian." His satirical comments on society, still pertinent, are sugar-coated with amusing action, witty dialogue, a love-interest, and a happy ending; they can be treated on several levels. For ambitious students, the preface provokes thought and discussion.

Study Guides - Methuen.

Stein, Joseph.

Fiddler On The Roof

Based on Jewish village life in Czarist Russia, this warmly human musical has enjoyed long theatrical runs and is most effective anti-racist literature - no preaching, no self-pity, no heroes; just humour and courage under difficulties. The central character is a poor dairyman, whose efforts to marry off his three daughters in a manner acceptable to his wife and himself are extremely funny and touching. His practical philosophy and his indignant personal protests to his God provide both humour and pathos.

Records and tapes of the entire musical, or of the main songs from it, are available, the latter being recommended for higher class participation, the class taking parts for the sections not on the record. This work can be understood and enjoyed at any level. The position of women, though very different, seems to add to rather than lessen interest.

Related Materials: Film - **Fiddler On The Roof**.

Thomas, Brandon.

Charley's Aunt

Written in 1892 and set in Oxford University, this perennially favorite farce is performed professionally and by amateurs more often than any drama except Hamlet. Two Victorian English college boys in need of a chaperone get a pal to impersonate the aunt of one of them. The comic confusion provides good contrast to serious social and psychological plays.

Ustinov, Peter.

Romanoff And Juliet

While the American and Russian ambassadors in the "Smallest Country in the World" are vying for its political alliance, their daughter and son respectively fall in love. As catastrophe threatens the two embassies, human comedy and political satire are delightfully woven into a fast moving play. Before it is over, the Smallest Country has captivated the ambassadorial staff of the Great Powers and annihilated their nationalist obsessions. The Heinemann Educational edition has an excellent commentary on Ustinov's techniques of humour.

Williams, Norman (Editor).

Worlds Apart

Six top-award-winning one-act plays, all can be easily staged in a classroom except **Night Of Storm**. **A Battle of Wits** presents a charming picture of traditions as Chinese boy meets Chinese girl; **The King Decides** looks in on a poor modern princess and her commoner - really an oil millionaire. **The Mountain** is life and reveals the truth about themselves to people who gather at one of its hotels to await the return of a rescue party. **Night Of Storm** is a powerful and rounded presentation of Olympia's plan to murder King Philip and launch their son, Alexander, into greatness. **Dreams** and **Protest** leave in one's mind vivid etchings of a negro family's suffering and a Japanese family's startling contact with Western culture.

GRADE X - SHAKESPEAREAN PLAYS

Shakespeare, William.

As You Like It

Replete with all the fairy-tale ingredients: valiant hero and charming heroine, heartless villains and innocent victims, love at first sight, beauty in danger, disguise leading to mistaken identity, separated lovers reunited, evil overcome by goodness and, at last, a happy ending. Although Shakespeare's Forest of Arden is far removed from reality, he presents real people experiencing real passions in real situations.

Shakespeare, William.

The Merchant Of Venice

Antonio, the merchant of Venice, bets a pound of his flesh that several of his ships will return in time for him to pay his debt to Skylock, the moneylender. It is a dangerous gamble but he does this out of friendship for Bassanio. Bassanio, in turn, bets the small fortune he has borrowed from Antonio that he will win a beautiful lady and her large fortune. Bassanio wins; Antonio almost loses, but at the crucial moment, when justice appears most relentless and fortune most indifferent, tragedy is averted. All the major characters in this play have made a choice, at one point or another, between human love and friendship and dehumanizing love of riches. Although the plot is contained, the play is enriched by some beautiful lines of poetry and the emergence of Skylock, the antagonist, as an unforgettable character.

Shakespeare, William.

A Midsummer Night's Dream

This play is actually an excursion into the world of imagination. The four couples in this play are working out their love relationships in various ways. One couple, having completed their courtship, are simply waiting for the wedding day; two other couples are still working out the problems which stand in the way of their engagements; and the fourth couple are having a spat.

The existence of both natural and supernatural characters, of the world of reality and the world of illusion, enriches and complicates the theme of love and gives the play an added dimension of meaning not present in more conventional comedy.

Shakespeare, William

Romeo And Juliet

Romeo And Juliet is one of the best known and best loved of Shakespeare's plays as ballet, opera, and countless stage productions continue to demonstrate the constant appeal of its story of young love, separation and death. "Star-crossed lovers" has two important connotations for Romeo and Juliet. They are victims of circumstances over which they are powerless, both by their births into feuding families and by a succession of chances which occur within the play. The effect of the tragedy is intensified by some of Shakespeare's most melodious lines of poetry.

Shakespeare, William.

Twelfth Night

Twelfth Night, the most rollicking of Shakespeare's great comedies, contains almost every element of which comedy is composed: romantic comedy, situation comedy with disguise and mistaken identity, the low comedy of the basement kitchen and the wine cellar, the comic parody of the court lover, and heroic comedy. The boisterous shenanigans of Sir Toby Belch and Sir Andrew Aguecheek have become a part of English mythology. **Twelfth Night** provides a delightful introduction to Shakespeare and his plays.

Study Guides available for most Shakespearean plays -

Monarch Study Guides
Methuen
Study Master Publications
Barnes and Noble
Yale

GRADE X - NON-FICTION

Berton, Pierre.

Klondike

Berton, a Klondike native, tells the history of the area rather than of any individual. The stories told, however, tend to be anecdotal, personal and incredibly colourful. In addition to tales of villainy and heroism in a setting where high stakes and impossible conditions bring out these qualities, the history and atmosphere of a little-known part of Canada are vividly illustrated; considerable light is thrown on general economic conditions and social mores in the 90's, both in the world at large and as altered in the Yukon. For more background see Jack London's novel, **The Trail Of '98**.

Bodsworth, Fred.

The Last Of The Curlews

In this fictionalized account, Fred Bodsworth, a Canadian, has used antiphonal chapters to contrast the simple beauty of the birds with the ugliness of man's wanton destruction of the species. Illustrations by T. M. Shortt are exceptional.

Related Materials - Bodsworth, Fred. **The Atonement Of Ashley Morden.**
Bodsworth, Fred. **The Strange One.**
Eckert, A. W. **The Great Auk.**

Brickhill, Paul.

The Great Escape

To this book about allied P.O.W.'s in World War II, one responds with admiration. The organization of their unified escape plans, the determination of the tunnellers, the incredible ingenuity of the forgers, the courage and daring of every prisoner maintains until the tragic end, an irrepressible aura of humour and optimism. All this we see against a background of increasing tension as complex plans go on undetected, and as the German high command becomes more and more brutal in its treatment of re-captured prisoners.

Related Materials - Bevan, D. and E. Trzcinski. **Stalag 17.**

Dooley, Thomas. **The Night They Burned The Mountain**

This is the third of Dr. Dooley's autobiographical accounts of his efforts to heal the sick in remote and primitive lands.

In **Deliver Us From Evil** and **The Edge Of Tomorrow**, the author tells of establishing a hospital in Laos and of returning to America to help in launching MEDICO.

In this book, Dr. Dooley is himself stricken with cancer. His illness coincided with two other dramatic developments: the first Communist guerilla depredations of and infiltrations into Laos, and the burning of the mountain which surrounds Muong Sing. A highly readable personal account of one of this country's true heroes.

Related Materials - Schweitzer, Albert. **Out Of My Life And Thought.**

Griffin, John.

Black Like Me

This is the personal documentary of a white man who had his skin temporarily darkened by medical treatments to enable him to live as a Negro among whites and blacks. **Black Like Me** is not only a story about racial differences, but a stirring account of courage, commitment and concern.

Hersey, John.

Hiroshima

Hiroshima is a timeless and compassionate account of the catastrophic event which heralded the coming of the atomic age. Hersey, a Pulitzer Prize-winning author, went to Japan, while the ashes of Hiroshima were still warm, to interview the survivors of the first atomic bombing. One of the most significant documents of modern times, told by Hersey through the intimate records of six survivors of the bombing.

Heyerdahl, Thor.

The Kon-Tiki Expedition

Heyerdahl and his five companions crossed the Pacific on a raft in 101 days from South America to a South Sea atoll - to prove it could have been done before and thus to open up intriguing speculations on how South and Central America, and Polynesia were populated. The trip itself was eventful and hazardous - it's not everyone who has pulled a shark by the tail. This work provides exciting action, thought-provoking theory and some sidelights on where the scientific mind operates effectively, and where the scientific method may suffer from over-speculation.

Nelson's linen-bound edition is excellent.

Related Materials - Heyerdahl, Thor. **Aku-Aku.**

Study Guides - Monarch Study Guides 00841

Johnson, Osa.

I Married Adventure

I Married Adventure is an autobiographical account of one of the most unusual women of our time, Osa Johnson. The story itself is an adventure of Martin Johnson and Osa Leighty - their childhood, youth, romance and marriage, and their lives together, lives built on a man's dream of adventure and of a woman's dream of a happy marriage. The literary adventure shares with its readers some of the fascinating and thrilling round-the-world experiences of one of the world's greatest photographic explorers and of his devoted wife.

Killilea, Marie.

Karen

Karen is the biography of the first ten years of life of a child afflicted with cerebral palsy. The author, Karen's mother, writes with warmth, humour and tenderness about the changes wrought in the lives of family and friends by the intelligent though crippled little girl. In response to more than 27,000 letters received by Marie Killilea, asking what happened to Karen, she wrote the sequel, **With Love From Karen**.

Related Materials - Keller, Helen. **The Story Of My Life**.

Lord, Walter.

A Night To Remember

On April 10, 1912, a ship left Southampton on her maiden voyage to New York. This was no ordinary ship; it was the Titanic, the largest and most glamorous ship in the world. At 11:40 p.m. on Sunday, April 14, she struck an iceberg and the "unsinkable" ship went down. This is the story of her last night, of 1,316 passengers and 891 crew members - heroes and heroines, fools and cowards - and of the many other actors in and following the drama at sea. **A Night To Remember** is well-researched, well-written account of history's greatest disaster at sea.

Lorenz, Conrad.

On Agression

Contains penetrating observations on the well-springs of human and animal behaviour, their origin, their persistence in our civilization, and their possible modification. Lorenz also deals rather effectively with what he considers the "romantic" monomanias and over-simplifications of Rousseau, Marx, Freud, and others. Suitable for motivated students.

Other books by the same author in which some of the groundwork for this book was laid - though **On Agression** is complete in itself, are **Man Meets Dog**, a charming and insightful book for dog-lovers, and **King Solomon's Ring**, which is concerned with birds.

Mowat, Farley.

Never Cry Wolf

A humorous account of the author's experiences as a field biologist studying wolf behavior in the Kewatin Barren Lands. By close observation of a wolf family, Mowat explodes some of the myths that surround them, and concludes that they are one of nature's controls, and no danger to man. He points out that it is man, especially white civilized man, who is the greatest predator, the real menace to the survival of the caribou, wolves and wild life in general all over this northern world.

Related Materials - Lawrence, R. D. **Cry Wild**.

Olsen, J.

Night Of The Grizzlies

Detective style investigation of an actual killing of two girls by grizzly bears, Glacier Park, 1967. Medium difficulty but high suspense in the reconstruction of the tragedy. The search for the cause of killings, reveals basic antagonism between grizzly and man. The surface causes, location of public campsites and careless infraction of National Park Service rules are explored. The contradictions inherent in national park policy are indicated: a recreational use of the wilderness is at odds with preservation of the wilderness. The bears may have lost their congenital hatred of man's smell or may have developed, after prolonged proximity, a liking for it. Either way the animal is doomed. This in microcosm may be the fate of all nature as it confronts overpopulous man.

Young, Delbert.

Last Voyage Of The Unicorn

Through the eyes of young Niels Olsen, a Danish boy studying to be a ship's pilot, Delbert Young, an Edmontonian, re-creates a vivid and realistic picture of the voyage of the Unicorn in 1619 in search of the Northwest Passage. Only Niels, Captain Munck and one other seaman return from the experience. The book is illustrated with maps and drawings and includes a glossary of nautical terms.

Related Materials - Chichester, Francis **Gipsy Moth Circles The World.**

GRADE XI - NOVELS

Achebe, Chinua.

Things Fall Apart

Okonkwo, an important man in the Obi tribe in the days when British administrators were first changing the patterns of life in Nigeria, is exiled by the tribe because of his pride and fears in reaction to the coming of the white man. On his return he is forced into the ignominy of suicide to escape the results of his rash courage. This novel is considered a classic in African literature, noteworthy for its excellent character portrayal.

Related Materials - Achebe, Chinua. **No Longer At Ease** - the sequel.

Study Guides - Student edition available from Bellhaven House.

Bronte, Charlotte.

Jane Eyre

The intricate plot of **Jane Eyre** contains four main conflicts: man against man, himself, nature and society. The setting - the moors of Yorkshire - is an integral, often dominant part of the story. The book deals with the necessity of coping with evil in people and institutions. Emotional tension is high throughout the novel and the reader is constantly aware of the mystic quality that permeates the entire work.

Study Guides - Monarch Study Guides 00602
 Barnes and Noble 814
 Methuen

Buck, Pearl.

The Good Earth

Though pre-revolution China seems a far cry from our society, the similarities between that world and ours today are at least as striking as

the differences. Wang Lung, a poor peasant, becomes rich through luck; and the change from a marginal to an affluent life produces effects on him and his family paralleled in modern society. Covering three generations with their shifting personal and societal values, **The Good Earth** provides broad social and economic comment as well as individual and inter-generation psychological studies. Though the action is seldom melodramatic, it is possible to become deeply involved with the characters' personal relations - a kind of Chinese *Jalna*.

Related Materials - Buck, Pearl. **Three Daughters Of Madame Liang.**

Study Guides - Monarch Study Guides 00657
Study Master Publications 444

Dickens, Charles. **A Tale Of Two Cities**

This novel, inspired by Carlyle's **French Revolution**, is an historical novel which depicts events both in London and France during the reign of terror. The story concerns Lucie Manette, whose father, Dr. Manette, had been imprisoned in Paris, and has been helped by Madame and Monsieur Defarge. Bloodshed and mob action grow in intensity throughout the novel and eventually Charles Darnay, the husband of Lucie, is arrested and sentenced to the guillotine. It is left to Sidney Carton, the derelict English lawyer, to make the supreme sacrifice for his friends.

Although **A Tale Of Two Cities** contains many characters, each is necessary to complete the pattern of Dickens' plot, and every event moves towards one great climax which is of both dramatic and historical significance. Teachers may note, however, that no knowledge of the French Revolution is necessary in order to understand or enjoy this novel.

Related Materials - Pasternak, Boris. **Doctor Zhivago.**
Tolstoy, Leo. **War and Peace.**

Study Guides - Macmillan
Monarch Study Guides 00611

Dostoyevsky, Fedor. **The Double**

Mr. Golyadkin, a timid, pudgy, good humored little civil servant, develops a split personality. Stevenson's Jekyll and Hyde are crude by comparison with **The Double**. The events and complications of Mr. Golyadkin's life are completely plausible, and Dostoyevsky's insight into the motivation of his pitiful little character are most perceptive.

Although **The Double** does not contain the physical violence that many of Dostoyevsky's later works contain, it builds in intensity throughout, and the story is much easier to follow than his later works. Dostoyevsky wrote before Freud and before the institution of psychology as a separate branch of learning. He is regarded as one of the most outstanding literary psychologists.

Related Materials - Thigpen, Corbet & Henry Checkley. **The Three Faces Of Eve.**

Douglas, Lloyd. **Magnificent Obsession**

Easy-to-read inspirational story with medical background, set in the U.S.A. in the 1920's. Theme and plot are closely interwoven. The ideal

of secretly helping others is the "magnificent obsession". The secret formula version of basic Christian teaching is used by Dr. Merrick who makes a famous surgical discovery which saves the life of the woman he loves. Other novels by Douglas present variations of this personality investment philosophy. All offer a positive and meaningful view of life.

Golding, William.

Lord Of The Flies

A group of young boys find themselves air-crash survivors on a deserted island. Without adult guidance and security, they are soon plunged by terror into fear-filled mythology and barbarism. The novel has an obvious, powerful, and debatable theme; it contains distinct and conflicting personalities. Coincidence in setting and plot play an important role in the novel, and can be turned into definite learning advantage: clear illustration of how a plot is constructed and an interesting focus for discussion of whether plot-manipulation is permissible - when theme is dominant and suspense is well handled.

Related Materials - Gloag, Julian. **Our Mother's House.**

Study Guides - Macmillan
Methuen
Monarch Study Guides 00616
Study Master Publications 451

Greene, Graham.

Brighton Rock

A straight thriller with a romanticized beer-drinking middle-aged heroine and Pinky, a precocious alienated teenager as villain, this book serves up an initial murder, action and suspense throughout, and a thoroughly unappetizing view of the seamy side of life.

Teenage readers will see the struggle for good and evil in Pinky that they may see in themselves. The slant of this book, however, raises it well above the typical morality novel. Here, well-delineated, is the kind of love-hate relationship readers may have experienced, but not understood.

High interest; low difficulty.

Study Guides - Writers and Critics
Monarch Study Guides 00838

Hailey, Arthur.

In High Places

The government of Canada is faced with the realization that the Dominion will be the battlefield of World War III. Prime Minister James Howden decides that an act of military and economic union must be concluded between his country and the United States. The plot and characterization are skilfully interwoven in the Hailey tradition.

Related Materials - Craig, John. **In Council Rooms Apart.**
West, Morris. **The Ambassador.**

Knowles, John.

A Separate Peace

For Gene Forrester, coming of age in the summer of 1943 meant a struggle with his own divided nature, one side of which was represented by Phineas - his best friend and his worst enemy. Maturation was hastened

for all boys at Devon School by the abiding presence of the war in which they all would be involved.

This novel deals with the divided nature of all men: the depths to which they can fall; the heights to which they may be raised. Whether they read this in the light of classical and Christian symbolism, or on a purely literal level, teenagers will see some of the complexities of their own lives: the horror and job of a youth about to plunge into manhood.

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Laurence, Margaret. **The Stone Angel**

The plight of old age is dramatized by the story of a few weeks in the life of an independent, stubborn seventy-year-old. With her, we live, through the conflicts aroused by a prospective move to an old folks' home: through visionary flashbacks which constantly intrude upon her ailing mind, we slowly come to understand this heroic yet unfeeling woman. The insights we gain into how her life has interwoven with and affected others, and into how she herself has come to be what she is, are as deeply touching as any fiction can be.

Canadian literature has attained major status. **The Stone Angel**, with the perception and art that Laurence brings to her work, is an important contributing factor.

Related Materials - Anderson, Robert. **I Never Sang For My Father.**
Saroyan, William. **The Cave Dwellers.**

LeCarre, John. **The Spy Who Came In From The Cold**

East-West German intrigue, fast action and a convincing love motif make this book gripping. The hero, a professional double agent, is eventually revolted by the inhumanity demanded of him. The ironic conclusion highlights dramatically, and less romantically than many hotwar stories, the conflict between human decency and international power politics. An effective antidote to the James Bond type of thriller, though fully as suspenseful. Easy-to-read and understood. A hot-war book with similar theme is **The Execution** by Colin McDougall.

Related Materials - Deighton, Len. **The Ipcress File.**
MacInnes, Helen. **North From Rome.**

Lee, Harper. **To Kill A Mockingbird**

Easy-to-read novel of social protest. Revelation of the deep-seated racial prejudice of southern American states with universal applicability. An account of small-town life in Alabama in the 1930's told by Scout Finch as a record of her childhood. Scout's father, Atticus, is assigned to defend a Negro charged with raping a white woman. Scout is a literary creation who will attract the most reluctant reader. Atticus's wisdom, tolerance, and courage are modern ideals seen in effective operation. Provides insight into Southern mores and the minds of children.

Related Materials - Ball, John. **In The Heat Of The Night.**

Study Guides - Monarch Study Guides 00681
Study Master Publications 467

Lewis, Sinclair.

Elmer Gantry

Set in flapper-age U.S.A., this book still has considerable relevance, with its comments on human gullibility and hypocrisy, and the exploitation of emotionally-based religion. Elmer, whose sexual antics as a theology student result in his expulsion from college, joins a fanatical religious group controlled by a con-man, has a love-affair with another religious follower, but eventually attains "respectability" as pastor of a big, downtown church.

Far from being anti-religious, this book focuses sharply on insincere religion. Not a condemnation of the older generation though some students may find the moles in their parents' eyes more clearly visible than the beams in their own. This book is clearly relevant to modern manifestations such as "Jesus freaks," and whoever their successors may be. Medium to hard reading.

Related Materials - Shaw, George. **Major Barbara.**

MacLean, Alistair.

The Guns Of Navarone

A swift-moving, action-sustained story of intrigue told in a laconic style. Five men, expert at slitting throats, scaling walls, and blowing bridges were assigned a seemingly impossible task - to destroy the German gun emplacement at Navarone, an island near the Turkish coast.

While the main interest in the work lies in the plot, MacLean is adept at character delineation.

Related Materials - Boulle, Pierre. **Bridge Over The River Kwai.**
Keith, Agnes. **Three Came Home.**

MacLennan, Hugh.

Two Solitudes

A period piece of Canadian history at a time when the parish priest exercised a powerful influence over the lives of French-Canadian families. Also a very modern novel since it depicts the struggles of a man to establish harmony in his own mind amidst the changing influences of Canada.

Related Materials - Eliot, George. **Adam Bede.**
Ringuet, R. M. **Thirty Acres.**
Roy, Gabrielle. **The Cashier.**

Markandaya, Kamala.

Nectar In A Sieve

The quote from Coleridge, "Work without hope draws nectar in a sieve, and hope without an object cannot live", gives the theme of this first novel written by Markandaya. Set in contemporary India, this is the story of a simple woman, Rukmani, who keeps her hope and faith throughout a lifetime of hardships. The soft, gentle literary style of this book, and its fine characterization make it exceptional.

Related Materials - Markandaya, Kamala. **Some Inner Fury.**

McDougall, C.

Execution

Canadian troops in World War II Italy discover the paradoxes of war - the nobility and esprit d'corps induced by shared hardships, dangers, and furloughs, contrasting with the savagery of war and the impersonality of internal discipline. There are three executions in the book: the legalized

shooting of two Italian "deserters" befriended by the troops; the massacre of allied troops storming an impregnable position; and the official murder of the company mascot, a near-moron. The moral conflicts resulting from these different types of execution makes a powerful story. The characters are well-developed; there is plenty of action, yet it is seldom melodramatic.

Related Materials - Meade, Edward. **Remember Me.**

Film - **Walk In The Sun.**

Mitchell, W. O.

Who Has Seen The Wind

Who Has Seen The Wind has been referred to as the Canadian companion to **Huckleberry Finn**. It is more than a novel about a boy growing up in a small town on the Saskatchewan prairie. It is a warm, humorous, perceptive portrayal of human beings engaged in ordinary yet meaningful, everyday dramas. The author's style is compact, lucid, and, at times, poetic.

Related Materials - O'Neill, Eugene. **Ah, Wilderness.**

Nordhoff, C. and Hall, J. **Mutiny On The Bounty.**

The rule of law, delegated authority, natural justice, various types of incompetence, personal and institutional leadership, human dignity, are all involved in problems which provoke not mere discussion but violent action in this book. The use of Midshipman Byram, a fictitious character (though closely resembling an officer on the Bounty) as narrator, allows the author some artistic freedom in detail, though he is faithful to the main events. Byram, witnesses brutal "flogging through the fleet" of a deserter, suffers strict discipline on the outward voyage, enjoys the paradise of Tahiti, falls in love with a chief's daughter, witnesses the mutiny and its after-effects, and is eventually tried for mutiny and piracy. Suspense is maintained to the end, as his fate hangs on the evidence of one witness.

The two other books in the Nordhoff and Hall trilogy are **Men Against The Sea**, and **Pitcairn's Ireland**. Bligh's account, **The Mutiny On Board The HMS Bounty** also makes fascinating reading.

Study Guides - Monarch Study Guides

Pangborn, Edgar.

A Mirror For Observers

A science fiction which affirms faith in humanity and the future of the earth. Alien agents from Mars, residing on Earth, observe man's uneven progress toward psychological and technical maturity. The conflict is between two types of Martians: those who watch kindly and those who attempt to steer man to total destruction. The conclusion, in its dependence on man himself, implies confidence in the future of Earth and its people. Our children are shown capable of following a path that goes two ways, first inwardly to self-realization, then outwardly to the stars.

Steinbeck, John.

The Pearl

At the literal level, this short novel is a simple, poignant tale of a Mexican pearl-diver and his family. Kino, a diver, finds the pearl of his dreams, but his dream quickly becomes a nightmare which ends in tragedy. Pursued by unscrupulous thieves, forced to trust no one and to live like a hunted

animal, Kino learns the perils of inordinate wealth, and comes to the conclusion that such is incompatible with life.

At the symbolic and allegorical levels, however, **The Pearl** is a most intricate work. Kino represents Adam and all men; while the pearl represents the useless baubles for which men strive, fight and die.

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Methuen
Study Master Publications 421
Writers and Critics

Tey, Josephine.

The Daughter Of Time.

"Truth is the daughter of time . . ." said Galileo, and Detective Grant, confined to a hospital bed, soon confirms the validity of this statement when he begins to investigate the life of the infamous Richard III, and the supposed historic facts concerning his murder of the two princes in the Tower of London. Grant uncovers evidence that strongly indicates that Richard III had no motives for murdering his nephews, and that he could not possibly have done so, because, in fact, his nephews survived him. The historical evidence collected by Grant points to a very different murderer.

Although this work is presented in the form of a detective novel, the historical evidence uncovered by Josephine Tey is most convincing and of a scholarly nature.

Related Materials - Shakespeare, William. **Richard III.**

Wiseman, Adele.

The Sacrifice

The patriarch of a Jewish family fleeing from the Ukraine, impetuously detains at Winnipeg. The depth and complexity of the characters exposed in the resulting story provide substantial material for study. Abraham, the patriarch, scarred by the cossack killing of his two eldest sons, is swept along in the unconscious relationship between religious beliefs and ensuing drives. He converts his own tragedies and recriminations into events of profound personal significance, and like Abraham of old, finds himself offering the ultimate sacrifice - human life.

Related Materials - Kriesel, Henry. **The Betrayal**

GRADE XI - PLAYS

Aiken, Conrad.

Mr. Arcularis

Mr. Arcularis, a man no longer young nor strong, begins his final journey. The play opens as a surgical team begins to operate on him. He appears to recover soon, and, on his subsequent sea voyage he meets a variety of people with whom he interacts in his quiet way. In particular there is a lovely young woman named Diana who befriends and loves him - oddly, she bears some resemblance to the nurse who had been looking after him in hospital.

In spite of his age and general good spirits, Mr. Arcularis becomes increasingly preoccupied with death on the voyage, and, as the reader has begun to suspect, the play ends in his actual death in the operating room where it began.

Sensitive, penetrating, confusedly dreamy but with moments of brilliant insight, **Mr. Arcularis** raises many questions about love, death, and the nature of the universe - and perhaps suggests some answers.

Anderson, Robert.

I Never Sang For My Father

An excellent probe of family relationships. Gene searches for a satisfactory relationship with his aging father, himself an unloved son, and perhaps incapable of satisfying the innate need for parental love. The father is seemingly selfish, blind to others' needs and desires, demanding and dominating. Gene, more attached to his mother, as implied by the title, is confused about his role as a son. These relevant problems are explored in typical family scenes of humor and pathos.

Related Materials - Laurence, Margaret. **The Stone Angel.**

Ardrey, Robert.

Thunder Rock

Modern, Canadian. An ex-reporter, now lighthouse keeper on a tiny island in Lake Michigan, personifies the urge to 'drop out' of a callous and hopeless world. In imagination, he brings to life six fascinating characters drowned in the lake ninety years ago. Through them, he gains a better perspective of the relative insignificance of individual or present failures as compared to a broader view of mankind's progress. The central theme is that eventual success of humanity is assured and each person has only to decide whether to hasten or delay it. The excellent characterization and supernatural atmosphere enrich a positive and optimistic point of view.

Cadogan, Elda.

Rise And Shine

A rollicking comedy in one act, **Rise And Shine** is set in the Wallowdale Cemetery at dawn on a summer morning. A trumpet is blown and eventually Phillip Sandford Grant, who died in September, 1964, emerges from his grave. He is joined by Hepzebah Mercy Jones, who died in June, 1864. Philip, believing that they'd missed the resurrection, suggests to Hepzebah an arrangement; however, Henry, Hepzebah's husband, who remarried after her death, appears on the scene with his second wife, Jane. They are responding to Gabriel's Horn; it is Judgement Day. Through them we find that Hepzebah is Philip's great-great grandmother. Easy reading.

Durrenmatt, Friedrich.

The Visit

The poverty-stricken citizens of Gullen, a village in Central Europe, anticipate a visit from Claire Zachanassian, an eccentric, wealthy lady who once lived there, and they readily accept her idiosyncracies: a pet panther, cigar smoking, and the coffin she transports. The citizens are wild with joy when they learn that she is prepared to donate one billion marks to revive the sinking economy of the village, but she attaches a condition to her donation - she wants to buy justice; that is, she wants the execution of Anton Schill, the villager who first seduced her and started her on a life of prostitution. At first the villagers act horrified, but eventually they begin to buy many goods on credit. After a meeting of the citizenry, including the Mayor and Minister, a crowd encircles Anton Schill, and, when they withdraw, he is found dead - of a heart attack.

In this play the old theme of the evil of money is given a new and refreshing twist in a modern setting. The constantly rising suspense main-

tains interest throughout the play. Durrematt is one of the most famous of present day European playwrights and this play was made into an excellent film about ten years ago.

Related Materials - Jackson, Shirley. **The Lottery.**

Freedley, G. (Ed.) **Three Plays On Crime And Criminals**

Kind Lady, Arsenic And Old Lace and **Detective Story** provide a good variety of crime drama. **Kind Lady** is a creepy British thriller with high suspense and good characterization; though the ending is happy, one is left with a distinct chill, as the "Kind Lady's" good heart almost causes her miserable end. **Arsenic And Old Lace** is hilarious, two dear old ladies turn out to be more than a match for hardened gangsters and more dangerous, but never lose their sweetness. There are some marvelous examples of dramatic irony, murder has never been funnier. **Detective Story** is a hard-headed, realistic play in which precinct life in New York serves as the background for one policeman's personal and ethical problems. Strong conflict and good plot line.

Fujard, A.

The Blood Knot

Zachariah, black-skinned, and Morris, his light-skinned brother, live in a shack. Zachariah "pen-pals" with an unsuspecting white girl and a horrifying allegory of the South African racial situation develops, Morris, to substitute for Zachariah, "becomes" a white man. But to prepare Morris for white society, the brothers, act out white-black conflicts. Fujard dramatically pin-points and captures the love-hate relationship of South Africans: symbolically the brothers drive off their "mother", they verge on physical violence; they rely hopefully on an alarm-clock to end their practice sessions, and find themselves grotesquely caught in the futureless continuation of what they are doing. A brilliant play.

Related Materials - Griffin, John. **Black Like Me.**
Paton, Alan. **Too Late The Phalarope.**

Gelinas, Gratien.

Yesterday The Children Were Dancing

Pierre Gravel, a lawyer, is offered the federal justice portfolio but is unexpectedly faced with the opposing, violent views and methods of André, his son who is the leader of a terrorist plot. The bitter conflict which follows brings father and son to realize the extent of their ideological commitments. This play leads to a further awareness and an in-depth discussion of many significant problems in today's society.

Related Materials - MacLennan, Hugh. **The Watch That Ends The Night.**

Gross, Gerald (Editor).

Youth In Conflict

Contains four full-length plays: **West Side Story, Noah, Ah, Wilderness,** and **Antigone.** The unifying plan in this anthology is a simple one: in each play, the central conflict involves young men and women in a dramatic struggle against forces which shape their lives.

In **West Side Story** a musical drama, Tony meets Maria, fights the prejudice of those who want them apart, tries to arbitrate a gang war in order to create a world in which they can live, and is a loser.

Noah is a melodrama. Obey's unique Noah is not pictured as a noble being, greater than life-size, shrouded in mystery, but as man whose problems are, in great part, domestic rather than spiritual.

Ah, Wilderness is a sunny, conventional, domestic comedy set in Connecticut in 1906. Throughout his play, O'Neil strives to give the impression that the reader or audience is eavesdropping on a family. The central development concerns the growth of a boy to young manhood. The movement begins with his romantic yearnings for fulfilment, and although these yearnings are blind, intuitive, and capable of destroying him, they end in awareness.

In the tragedy, **Antigone**, Antigone's brother Polynices has been killed while attacking his own city of Thebes. Creon forbids anyone to bury the traitor. Horrified by Creon's disregard for Greek custom and religion, Antigone buries Polynices. When Creon confronts her, she admits that she has broken the law. Antigone is condemned to death but commits suicide before Creon is persuaded to relent.

Hanley, William.

Slow Dance On The Killing Ground

Hanley's play, in its revelations about people and life, is provocative and rewarding. He varies the tempo expertly, uses words adeptly, develops three powerful and intriguing characters, and through the strength of his images, such as "the killing ground" - life "out there", beyond our own immediate security he builds to an intense final tableau. **Slow Dance** is excellent modern drama: its characters each of whom avoids facing reality can touch deeply; its social impact is significant. It should prove useful for an academic class as a particularly effective medium for studying techniques of drama.

Israel, Charles.

The Labyrinth

This powerful drama set in a mental institution, depicts the pressures in the life of a young, psychotic girl. A technique verging on stream-of-consciousness gathers scenes and materials from the past to give us a picture of Abbie's life, a life heartbreakingly tainted by a lack of love. As Abbie makes her first proud yet terrified steps towards contact with other people in the institution, we gain insight into the labyrinth of psychotic disturbances. An outstanding vehicle for the study of television techniques. Setting, time and camera create superb effects. The Macmillan edition provides extremely good television study notes by Jack Livesley.

Related Materials - Green, Hannah. **I Never Promised You A Rose Garden.**

Kaufman, William (Ed.)

Great Television Plays

In **The Big Deal**, an aging father continually chases "very interesting" propositions but can no longer support his family's social position. **Requiem For A Heavyweight** portrays a boxer whose decline draws us effectively into pathos. **Lee At Gettysburg** and **The Merry Jests Of Hershul Ostropolier** are perhaps the weakest of the collection. Two television classics are **Twelve Angry Men** and **The Final War Of Ollie Winter**. The former is the study of a deliberating murder jury for whom the defence counsel has done a weak job; one jury member, however, has seen potential flaws in the prosecution's case. The conflict of varied personalities and the subjective logic is en-

lightening. **Ollie Winter** is rare in television, both for excellent use of the medium and for content. Ollie, a Negro in Vietnam, sole survivor of an ambushed patrol, heads South. He is fighting his last war for America and we gradually sense that it is his last with himself and the society for which he has given his life.

Livesley, Jach (Editor).

Three Worlds Of Drama

This volume contains three full length plays. The **Caine Mutiny Court Martial** is a courtroom drama, adopted from a novel, of a purely imaginary situation. Lieutenant Stephen Maryk of the USS Caine is charged "willfully, without proper authority, and without justifiable course," of relieving his commanding officer, who he believes to be psychoneurotic, of his command while the United States was in a state of war.

The Black Bonspiel of Wullie MacCrimmon by W. O. Mitchel is a whimsical comedy written for an hour-long television performance. The Devil, requiring a soul to play third on his curling team, selects Wullie MacCrimmon of Khartoum, Alberta and offers him a winning rink in the Macdonald Brier Play-offs in return for his soul. Wullie makes a counter-proposition; he challenges the devil in a game of curling, delivering himself, when his time comes, as third, if he loses, but retaining his soul and winning the Macdonald Brier Play-offs if he is successful.

The Glass Menagerie is a stage play based upon the memories and experiences of the playwright's youth. It is a "memory play"; a play about individuals trapped by circumstances; a play of conflict.

Miller, Arthur.

The Crucible

A quasi-historical play, **The Crucible** unveils one of the strongest and most awful chapters in human history. A drama of enormous strength and intelligence, the play about guilt by association, is set in Salem, Massachusetts in 1692. Elizabeth and John Proctor's decision to stand by the truth in the face of hysteria and false accusations of witchcraft sends John Proctor to the gallows. The characters are richly created, beautifully drawn, and the subject is certainly significant for our day.

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Monarch Study Guides 00687

Ryga, George.

The Ecstasy Of Rita Joe

The Ecstasy Of Rita Joe, an experimental drama, expresses the despair of a people in conflict struggling at a disadvantage, the Canadian Indian.

The tragic story of Rita Joe, an Indian woman, lost in the white man's world aims to present the whole complexity of Rita Joe's destruction simultaneously, as a gestalt or overview which makes impossible any attempt to dismiss it as a particular tragedy avoidable by particular means. Rita Joe's destruction is a commonplace event; consequently, it overflows into a forgotten people, a burning crisis of our time. The forgotten are not forgetting: to overlook them is a dangerous delusion. The main themes in this play are easily identifiable and should result in interesting discussion.

Saroyan, William.

The Cave Dwellers

This fanciful tale is a record of the adventures of a once-great actress, a former top-flight clown, and a broken prize fighter, who live in a cave,

in this instance, an abandoned theatre that is about to be pulled down on the East Side of New York. Although food is scarce and the cold is congealing, the cave dwellers have glowing spirits and wonderful memories of their triumphant days. To their home come a homeless, frightened girl, an optimistic animal trainer, his pregnant wife and a performing bear. Eventually, a hard-boiled wrecking crew boss wanders into their grubby cave, bent on demolishing the building but is softened by their plight. Eventually, these hopeless, bewildered, yet valiant folk leave one by one. While there is neither a plot nor an identifiable conclusion, there is in **The Cave Dwellers** magnificent characterization of the misfits of the world. This symbolic play which examines the world of the often tragic, frequently funny, and persistently baffled inhabitants, cannot fail to challenge and stimulate the serious reader.

Shaw, G. B.

Four Plays

The Devil's Disciple, Caesar And Cleopatra, Candida and Captain Brassbound's Conversion.

In **Candida**, Shaw with typical paradox and irony uses the eternal triangle as a vehicle for comments on the role of women. **The Devil's Disciple**, located in revolutionary U.S.A. in 1776, is a melodrama with a clever and happy ending. Considerable incidental comment is made on puritanism, the military mind, and the treatment of history. **Caesar And Cleopatra** deals with a self-consciously middle-aged Caesar and a Cleopatra who alternates between queen and child. Some good insights are provided into why certain types of administration succeed, some fail; the play is full of humorous anachronisms, and oblique spoofing of the British and pomposity in general.

Captain Brassbound's Conversion, set in Morocco about the turn of the century, has some similarity in mood to Shaw's **Arms And The Man** (made into **The Chocolate Soldier**). In both, the would-be hero is made to appear silly by a competent woman with whom, of course, he falls in love, and who, of course, kindly rejects him, to his great relief. The plot is lively, the dialogue witty.

Study Guides - Monarch Study Guides 00721 - **Caesar And Cleopatra**.
 Monarch Study Guides 00873 - **Candida**.
 Methuen - **Caesar And Cleopatra**.
 Study Master Publications 10 - **Caesar And Cleopatra**.

Thomas, Dylan.

Under Milk Wood

A radio play house whose language is a festival of sound - whimsical, earthy, and richly resonant. Set in a mythical seaside Welsh village peopled by endearing caricatures whose foibles and exploits hold universal appeal, it is strange duality of comedy and pathos. No moralizing, only a gentle probing and joyful exposure of man at his best, worst, and most comic. A treasure for those who love language.

The Dent Canadian School Edition paperback contains a glossary, question and biography section of high quality. The New Directions paperback has none of these, but substitutes notes on pronunciation of the Anglo-Welsh, and music for the songs.

Wasserman, Dale.

Man Of La Mancha

With incidents based on the best in **Don Quixote**, but set in the framework of its author's life, **Man Of La Mancha** may be more suitable to many of today's student's than Cervante's work itself. It is shorter, tapes or records can be obtained of its musical form, and it shows how Cervantes' life and work interacted. The basic struggles are between reality and illusion, pragmatism and idealism. Many of the incidental characters are amusing caricatures, but Don Quixote and Sancho Panza are real and sympathetic foils to each other.

Current appeal is illustrated by the fad for little figures of these two in teenage novelty shops.

Though a few liberties are taken with details of Cervantes' life, the play conveys the atmosphere of the times vividly.

Wilder, Thornton.

Three Plays

Our Town. Thornton Wilder, in his preface, has claimed to find a value above all price for the smallest events in our daily life, that "each individual's assertion to an absolute reality can only be inner, very inner." In the first act, the author outlines the history of the town and something of the character of its citizenry, particularly the Gibbs and Webb families. The second act concerns the love affair and wedding of George Gibbs and Emily Webb. The cemetery is the scene of the third act where many of the townspeople are awaiting, not "judgment," but greater understanding.

The Skin Of Our Teeth. In this play the Antrobus family are presented as living both in prehistoric times and in a modern New Jersey suburb. The events of homely daily life are depicted against the vast dimensions of time and place. Since Thornton Wilder wrote this play immediately before World War II, he believes it comes alive best under conditions of crisis.

The Matchmaker. An old merchant of Yonkers is so rich that he decides to marry and so employs a matchmaker, a woman who subsequently becomes involved in the lives of two of his menial clerks, and with a milliner and her assistant. In this farce, the playwright attempts to portray the aspirations of all human beings for a fuller, freer participation in life.

Study Guides - Study Master Publications 160 - **Our Town.**
Monarch Study Guides 00699 - **The Matchmaker.**

Wyatt, Rachel.

Marriage In An Ordinary House

This half-hour radio play, in its use of sound effects, juxtaposed situations, and distortions of time, takes masterful advantage of its medium. Further, it could jolt students into a realization that home life has two sides. Rachel Wyatt has created a critical - and perhaps even desperate - picture of marriage and the family as it is seen from the point of one of the parents - a father whose children and the demands of suburban society dominate so much of his time, and of him, that freedom is lost.

GRADE XI -SHAKESPEAREAN PLAYS

Shakespeare, William.

Henry IV Part I

Henry IV, Part I is a chronicle history play dealing with the Scottish and Welsh uprising, which expands the story of Prince Hal into a humor-

ous minor plot. The success of the humour is mainly attributable to the character of Falstaff - obese, filthy, degenerate and most lovable of Shakespeare's characters. Falstaff is often referred to as the greatest comic figure in all of literature, and he comes finally to represent the force of life, surviving and enduring by whatever expedient or stratagem happens to be at hand.

Shakespeare, William.

Henry IV Part II

Shakespeare's basic intent in **Henry IV, Parts I and II** and in **Henry V** is to trace the "making of the Prince," a favourite Renaissance topic throughout Europe.

The Elizabethans looked back with awe to the greatness of hero-king Henry V. Therefore, the two Henry IV plays actually focuss on Henry V as young Hal, then Prince of Wales. The plays dramatize the influences on Hal which combined to produce a man who was then considered England's greatest king. Falstaff figures even more largely in Part II than in Part I and this fact serves as a reminder that, although Shakespeare was writing history, he was writing drama first.

Shakespeare, William.

Julius Caesar

Through Caesar, the popular idol who uses his popularity to achieve the powers of a dictator; Antony, the unscrupulous, single-minded politician using any means to win his end; Brutus, the idealist whose very ideals turn him into a blood-daubed killer; and Cassius, the tough-minded realist, a man of limited imagination, **Julius Caesar** portrays the universal tragedy that comes about whenever physical man is separated from man as a spirit or symbol.

Although set in and concerning Ancient Rome, **Julius Caesar** deals with a crucial political issue for Elizabethans - Elizabeth is old, without heir, and civil war is a possibility. The power struggles depicted here have modern parallels.

Shakespeare, William.

Macbeth

Macbeth occupies a unique position among Shakespeare's tragedies in that the principal character consciously does what he knows to be wrong.

The murder of his king throws the country and all of nature into chaos which only can be restored to order by Macbeth's destruction.

Plot, character, and theme from a finely-woven tapestry of intrigue and mystery providing vivid insights into the characters and motivations of Macbeth and Lady Macbeth. The reader experiences in **Macbeth** the heights of human ambition and the depths of human anguish.

Shakespeare, William.

Much Ado About Nothing

This is an exuberant, lighthearted play about the nature of the love experience. In this comedy two plots are intricately interwoven: the story of Claudio and Hero, and that of Benedick and Beatrice. It has three movements: the development of the love-relationship between the two couples; the stratagem whereby Claudio, on the eve of his wedding, is made to believe that Hero is unfaithful to him; the unmasking of the villain of

the plot with the restoration of Hero to Claudio and the uniting of Beatrice and Benedick.

It is perhaps, of all Shakespeare's comedies, the most acceptable to modern taste because mutual consideration between lovers is extolled.

Shakespeare, William. **The Taming Of The Shrew**

The Taming Of The Shrew is, at least in its broad outlines, a significant piece of social comedy that has something to say about marriage in Elizabethan England, and says it in a truly dramatic manner through a contrast of actions and characters.

It is also concerned with the inner world of psychological experience, and particularly with the imagination in relation to human behaviour. These two themes, the social and the personal, are intimately connected with each other, so that the total experience becomes a unified whole when, in a lusty, rollicking manner, Katherine, the Shrew, is subdued into understanding her proper role as a wife - that of honouring and obeying her husband.

Study Guides available for most Shakespearean plays -
Monarch Study Guides
Methuen
Study Master Publications
Barnes and Noble
Yale

GRADE XI - NON-FICTION

Ardrey, Robert. **African Genesis**

Ardrey uses the discovery in Africa of *Zinjanthropus* (a possible "missing link"), the behavior of the large ape and other gregarious animals, and Lorenz's ideas in **On Aggression** to draw some provocative conclusions concerning the less desirable aspects of human nature, and possible ways of improving them. Personal narrative supplies interest and continuity for the less scientifically-minded students.

Ardrey's **Territorial Imperative**, adds to the ideas in **African Genesis** but lacks the excitement and controversy of initial discovery.

Cousteau, Jacques. **The Silent World**

Deepsea diving offers thrills, challenges and considerable profit. Cousteau, a pioneer in modern "free" diving, gives a fascinating account of his group's adventures from pre-war times to the intervention of the undersea station. There is no story-line as such, but a succession of adventures involving the same characters. Struggles with various governments and agencies, and financial difficulties, though mentioned, are not emphasized. Copiously illustrated by photographs in most editions, this book concludes with some beautiful descriptions of the undersea world, and plans for the future. The adventures are real with no false suspense. Cousteau's movies frequently appear on television.

Related Materials - Clark, Eugenie. **Lady With A Spear.**

Davies, Robertson. **The Diary Of Samuel Marchbanks**

Davies claims that all incidents are actual happenings and all the people mentioned are real! Subtly humorous and penetrating observations about people, nature and life in general. Chief targets for his wry comments are the little self-deceptions and pretensions we have grown to accept. Each entry is complete in itself but each adds another dimension to the author's lively personality and refreshing view of life. Marchbanks' intermittent battle with the coal-eating monster in his basement is the one constant image throughout the book.

Gibran, Kahlil. **The Prophet**

Gibran's masterpiece, **The Prophet**, has been translated into more than twenty languages and has been respected, not only for the depth of its philosophical thought, but also for the simple power of its prose. It offers the last reflections of a prophet prior to his departure from a people who have come to love him. A knowledge of the advice of this seer serves as an excellent basis for discussing human values.

Related Materials - Hammar skjold, Dag. **Markings.**

La Mure, Pierre. **Moulin Rouge**

Biographical novel based on the life of Toulouse-Lautrec. Lengthy and fairly difficult, but a vivid picture of the uninhibited Parisian life of the 'eighties and 'nineties. Peopled by characters such as Van Gogh, Debussy, Franck, Degas, Clemenceau, Wilde, Bernhardt, Zola - all of whom he was twenty-five but because of an accident which resulted in cruel deformity, was rejected by his father. Always in search of romantic love, Toulouse found success only in his work, and worked out a compromise with his shattered faith in God only on his deathbed.

Related Materials - Maugham, W. S. **The Moon And Sixpence.**

Laurence, Margaret. **The Prophet's Camel Bell**

This first person account of Laurence's life in Somaliland, provides intriguing information, from a Canadian point of view, of life in north-east Africa. Debatable topics are colonialism, interracial relationships, and the moral responsibility of those who intervene in alien lives. It arouses one's sense of adventure and longing for new scenes and lands.

Pepys, Samuel. **The Diary Of Samuel Pepys**

This work is an honest record of day-to-day life during the ten years from 1660 to 1669, recording Pepy's triumphs at the admiralty, his struggle to produce order out of chaos in the Navy, political and social intrigues in which he was a participant, his great pleasure and his increasing prosperity. Here, we meet an unusually vigorous man who is content to live within his own times, who is ambitious and yet enjoys life almost constantly. The candid details of the many episodes which Pepys records are most fascinating, and reveal a lusty, pungent, exciting life of restoration England. Both Pepys' frankness and the beauty and almost child-like simplicity of his style are fascinating to behold, and present an almost first-hand account of London of the 1660's.

Stone, Irving. **Clarence Darrow For The Defense**

Darrow's life story is closely involved with the country's industrial growth, economic expansion and moral development. Darrow gave up a lucrative corporation-law practice to defend the "little man" and collectivism in the days of rugged individualism - of railway and steel "barons" - in a rapidly expanding United States economy. He was involved in most of the causes celebres of his day, notably the Scopes evolution trial (basis for **Inherit The Wind**), the Loeb and Leopold case, and the Scottsboro case. His story provides a thread of continuity and personal involvement through all these famous confrontations. Conflict and drama, against a well-sketched background, are high. For better students.

Related Materials - Capote, Truman. **In Cold Blood.**
Reynolds, Quentin. **Courtroom.**

Woodham-Smith, Cecil. **The Reason Why**

This book is concerned with the charge of the Light Brigade and all that led up to it. It is vitally relevant in its description of a turning point in military history and a changing attitude towards war, comparable to Vietnam today.

Woodham-Smith vividly juxtaposes the callousness and bungling of the British military leaders against the courage and conditioned discipline of their troops. The result is a classic in biographical sketches and shattering revelations of man's pompous images of himself and his causes.

Both the book and **The Charge Of The Light Brigade**, the film based upon it, are excellent, and of exceptional value for a comparative study.

GRADE XII - NOVELS

Ambler, Eric. **A Coffin For Dimitrios (Mask Of Dimitrios)**

Dimitrios was a spy, thief, assassin, panderer, blackmailer and murderer. Latimer, an English professor of political economy, and a successful spare time author of detective stories, first became acquainted with Dimitrios when he saw his body in a morgue in Istanbul. Latimer's obsessive curiosity about the life of such a man causes him to backtrack to 1919 to fill in gaps in the police dossiers.

Historical facts and settings used by Eric Ambler, one of Britain's best mystery writers, are very accurate and help to make this a better-than-average mystery thriller.

Related Materials - Le Carre, John. **The Spy Who Came In From The Cold.**
Montagu, Ewen. **The Man Who Never Was.**

Bronte, Emily. **Wuthering Heights**

The conflict in **Wuthering Heights** centers on frustrated love. Heathcliff, a slum orphan, raised with the Earinshaw family is excessively proud. Catherine comes to love him, but her own pride prevents her from marrying him. Eventually Heathcliff leaves Wuthering Heights to seek his fortune and returns to find Catherine married to a neighbour, Linton. In revenge,

Heathcliff marries and mistreats Linton's sister, causes Catherine's death, and attempts to force his son to marry Catherine's daughter. But even in death Catherine has power over Heathcliff, and she seems to reach out to him from the grave to bring about his destruction.

The story is intense and the elements are interwoven to reinforce the intensity. Most human emotions are clearly displayed and the typical Bronte mysticism is, perhaps, most effective in this novel.

Study Guides - Macmillan Critical Commentaries

Barnes and Noble 808

Monarch Study Guides 00603

Methuen

Callaghan, Morley. **The Loved And The Lost**

Peggy Sanderson refused to recognize colour bars of any kind. She thought of people as human beings, treated them as such, and wanted to live according to her own nature. But in pursuing her obsessive desire to be accepted by the Negro community of Montreal she ruined a career, thwarted a marriage, kindled hatreds, and came to a tragic end for herself.

This novel should spark valuable discussion pertaining to basic philosophies, social mores, and human psychology. Governor General's Award for Fiction in 1951.

Camus, Albert. **The Outsider (The Stranger)**

Psychological and philosophical novel. Deceptively easy to read, this fast-moving story of an Algerian murderer, his trial and execution under French law, illustrates the existentialist theme of the permanent and inexplicable foreignness of man in his world. Told in the first person with unusual objectivity, the tension of the story results from Meursault's stubborn integrity and refusal to lie. At his trial, everything he has done, or has not done, before the murder becomes a charge against him. He shows no regret; he does not know why things happen, for he is unable to comprehend the patterns and codes of society. His explanation, that he was not sure about what interested him, but was absolutely sure about what didn't interest him, will bring quick identification from high school students. Camus' following novel, **The Plague**, shows the protagonist as choosing helpful involvement with others as his response to the absurdity of life. Comparison of the difference is useful in showing Camus' development.

Study Guides - Monarch Study Guides 00757
Study Master Publications 484

Davies, Robertson. **Leaven Of Malice**

Humorous, satirical, perceptive, but too kindly to be cynical (though more fools than wise men appear in it), **Leaven Of Malice** begins with a mystery and carries us through a series of suspects in the best whodunnit tradition - except that the "crime" in this case is not murder but the printing of a phony engagement notice linking the two rather incongruous and shy young offspring of self-assertive, snobbish, and feuding parents. The ructions, as they ricochet around a small Eastern Canadian university town,

are phenomenal. In this book, you may not recognize yourself, but you are almost sure to recognize your neighbour. The solution, completely logical and hind-seeable, is hilarious - but getting there is as much fun as arriving because one meets such interesting people.

Related Materials - Davies, Robertson. **Tempest Tost.**

Davies, Robertson. **Samuel Marchbanks' Almanac.**

Delany, Samuel.

Babel - 17

In **Babel - 17** Delany projects us into the fantasy of hyperstellar space and inter-galactic war, while edging us hauntingly into the possibility that language controls thought. This is not an easy novel. It has action; it has a beautiful, talented heroine; and, eventually, it has a knight - with armour somewhat tarnished. But its plotting is intricately interwoven with its demand thought. In, 1984 Orwell fantasized "Newspeak"; in **Babel - 17**, Delany nudges us towards a wider perspective which today may make us ponder, in realistic terms, the evolution of our species and the future of a world in which semantic differences may be more than a mere inconvenience. Delany is one of the new science fiction writers who is rapidly propelling the old escapist fiction into provocative interpretive writing of the type which uses the future to shock us into closer scrutiny of today.

DeMille, James. **A Strange Manuscript Found In A Copper Cylinder**

A cylinder containing a manuscript is retrieved by four men who take turns reading from it. The manuscript, supposedly written by a literate but somewhat naive seaman named Adam More, relates his experiences, in particular his encounter with the Kosikins, a strange society whose values - either simply reversed, or distorted, or upside down - are considerably different.

Watters writes:

. . . In the whole of Canadian literature, there is nothing comparable to this remarkable novel, which successfully combines the features of a satirical non-utopian commentary on contemporary life with a swiftly paced narration of travel, romance, and fantastic adventure. The nearest twentieth century equivalent would be time-travel science fiction with sociological implications.

Dickens, Charles.

Martin Chuzzlewitt

Martin Chuzzlewitt concerns the greed and selfishness of an upper-middle class Victorian family, and contains some of Dickens' most memorable characters: old Pecksniff, hypocrisy personified; Sary Gamp, the self-styled nurse; Tom Pinch, the loyal and gentle little organist. Dickens' only excursion into the new world results in a bitter attack on American vulgarity.

Although plot and theme are closely intertwined, they are at odds with each other: theme - a young man should make his own way; plot - he inherits a fortune at the end.

This lengthy work is recognized as Dickens' greatest comedy.

Dostoyevsky, Fedor.

Crime And Punishment

Raskolnikov, a university student, conceives the "perfect crime." He brutally murders two elderly money-lenders. The police, suspecting Ras-

kolnikov but lacking evidence, play a cat-and-mouse game. Much of the novel concerns the workings of Raskolnikov's mind and conscience which force him to confess. He is sentenced to Siberia where he serves his imprisonment with his recently-found girl friend, Sonya. Cain is the archetype of Raskolnikov - the man who is driven out of society, the man who cannot escape justice.

Dostoyevsky's incursions into human motivation are extremely penetrating.

Related Materials - Hilton, James. **Lost Horizon.**
Kreisel, Henry. **The Betrayal.**
Shakespeare, William, **Macbeth.**

Study Guides - Monarch Study Guides 00517

Fitzgerald, F. Scott. **The Great Gatsby**

Short, easy to read adventure story set in New York in the 1920's. An understanding of **The American Dream**, its fascination and hollow promises - is essential to an understanding of the significance of the events recounted. Can be related to a similar theme in Miller's **Death Of A Salesman**. Nick Carraway, the narrator, is neighbor to Jay Gatsby, the wealthy enigmatic hero who achieves only the outward symbols of success. His single-minded pursuit of money and romantic love end with his murder in the swimming pool on his estate. Satire and social comment evident in symbols. Gatsby's life is representative of a whole civilization at a critical point in its history, but apart from this symbolic function, the man himself resembles Conrad's **Lord Jim**.

Study Guides - Study Master Publications 435
Monarch Study Guides 00667

Hardy, Thomas. **Tess Of The D'Urbervilles**

The extent to which fate or free will controls, is a major issue in most of Hardy's works. Tess, an unsophisticated country girl, is deluded into believing that she comes from noble ancestry; thus, she is easily led astray by Alex D'Urberville and finds herself with an illegitimate child. Her later romance with Angel Clare, her true love, is thus doomed from the beginning.

The novel is couched in symbolism. Is Tess a scapegoat for the society, or is she responsible for her own disaster? The symbolic fertility rites represented by the dance become debased because Tess refuses to be involved and Angel fails to dance with her. What is debased turns into violence and destroys. Is Hardy arguing that the instinctive life must be provided for? Is he suggesting that human instincts are being sacrificed to Victorian society? Or is he saying that the individual must exercise his will if he is to exist?. Who is the moral man, or the moral woman, Hardy asks? He does not answer the question but he mourns those involved in tragedy.

Related Materials - Scott, Walter. **The Heart Of Midlothian.**
Yeats, W. B. **Oedius Rex.**

Study Guides - Monarch Study Guides 00619

Hemingway, Ernest. **For Whom The Bell Tolls**

An easy-to-read, war story, set in Spain during Civil War of the 1930's. Subject is commitment despite disillusionment. Robert Jordan, American volunteer for Communist forces, pays with his life for dynamiting a bridge to assure success of Loyalist offensive. Irony because Jordan knows the offensive will be a failure, but a dramatic illustration of the author's belief in the necessity of forming some private philosophy of action. A Hemingway view of man's relationship to man and his ability to cope courageously with life and with fear of death.

Study Guides - Monarch Study Guides 00672
 Study Master Publications 436
 Writers and Critics

Hesse, Herman. **Siddhartha**

Siddhartha depicts man's long search for the ultimate answers to the enigma of man's role on this earth. By setting Siddhartha, a young boy of India, and his friend, Govinda, on different roads, Hesse demonstrates the divergent paths one can follow in life. Siddhartha chooses a route of rebellion while Govinda chooses one set out by the sages. Some readers feel that Hesse implies a preference for Siddhartha's choice.

The philosophies and concerns of the two young men in **Siddhartha** appear to be those of many young people today. A number of Siddhartha's attempts may help young people to avoid blind alleys. Although this book is quite simply written, its philosophies will be more meaningful to those who have some basic concepts of Buddhism.

Study Guides - Bantam Books Teacher's Guide "Introducing Herman Hesse."

Kreisel, Henry. **The Betrayal**

On the surface, this is a simple story: Theodore Strappler arrives in Edmonton to seek revenge on Joseph Held who betrayed him and his mother to the Gestapo thirteen years earlier - yet the issues are by no means clear-cut. Complications set in very quickly so that there are many betrayals - intended and unintended - in **The Betrayal** - of man, by man, by love, by principle, by life itself - none of them easily definable or categorically evil, none of them to be casually judged or censured.

This incisive novel presents a penetrating study of guilt in our society.

Related Materials - Dostoyevsky, Fedor. **Crime And Punishment.**

Kreisel, Henry. **The Rich Man**

Henry Kreisel tells an antiheroic story of a Canadian immigrant, Jacob Grossman, who leaves his factory job in Toronto to visit his family in Vienna after years of work and relative poverty. His relatives presume he is a rich man, and he accepts the role for several intricate reasons. Finally, his imposture is revealed when he is called upon to help a member of his family whom he had wanted to impress, and his pretense is turned into tragedy when he cannot save his relative from the country's political tyranny.

At the literal level this story is relatively easy to follow and appears even to contain some element of sentimentality; however, it is lifted well beyond the realm of sentimentality through the author's keen perception of sociological and psychological elements.

Miller, Walter.

A Canticle For Leibowitz

Futuristic, philosophical, fairly difficult, but very rewarding. A monastery founded by scientist Leibowitz after a nuclear war preserves such knowledge as could be saved from barbarian hordes. Civilization progresses through a new Renaissance to another and worse nuclear war. It is ironic that a scientist founds the monastery which guards the very knowledge that leads to re-discovery and repeated annihilation. This knowledge is the chief luggage the monks carry when they leave Earth for home in space. Through this tragic cycle tantalizing threads appear: a wandering Jew, a virgin birth and a simple spaceship lifting away from the catastrophic end and flooding waters. Explores the moral issues of man's life as affected by science. Macmillan edition helpful with good notes.

Orwell, George.

1984

Now that power and its uses are more clearly understood, this novel is even more important than it was ten years ago. Smith, one of the original anti-heroes, thinks he is rebelling against the Party. A pawn in the exercise of power, he obeys all the impulses fed into him, fails in his subversion as planned, and is thus unknowingly placed in position to be psychologically broken and reconditioned. In its craft, the novel is a masterpiece and highly successful. Bellhaven House's Canadian Educational Edition of the novel will be extremely useful to the teacher unfamiliar with **1984**.

Related Materials - Burgess, Anthony. **A Clockwork Orange**.
Delany, Samuel. **Babel - 17**.
Huxley, Aldous. **Brave New World**.
Miller, Walter. **A Canticle For Leibowitz**.
Skinner, B. F. **Walden Two**.

Study Guides - Monarch Study Guides 00719
Study Master Publications 418

Paton, Alan.

Cry The Beloved Country

A black Anglican minister from a poor village goes to Johannesburg to help his sister and find his son. He finds his sister a prostitute and his son the murderer of the white man who has devoted his life to helping the blacks. Style is simple, Biblical, picturesque, almost as though the author were translating from the Zulu. Kumalo is an immortal character whose suffering epitomizes the suffering of his race. Twenty-five years have brought no great change in the apartheid policy of South Africa and Paton's views are still valid. He suggests that there are men of good intentions everywhere, capable of rebuilding society in terms of justice, equality and generosity, but that there are not enough of them.

Related Materials - Fajard, A. **The Blood Knot**.

Study Guides - Monarch Study Guides 00720

Steinback, John

Grapes Of Wrath

An optimistic, dynamic view of people who learn that survival depends on adaptability and cooperation. The Joads, a family of three generations, dispossessed of their Oklahoma farm, set out for California; during the gruelling journey the grandparents die. They arrive to find labour warfare and social chaos, and to experience abuse, exploitation, and starvation. The Joads - thoughtless, impetuous, suspicious, ignorant - are not lovable but simply human. Steinback shows how the migrants' situation menaces the health of the culture. Chapters are paired: one describes conditions generally and the next shows the specific affect on the Joads. This device makes the novel a general and intensely personal history of a culture in transition.

Study Guides - Study Master Publication 419
Monarch Study Guides 00692

Theriault, Yves.

Agaguk

Canadian. Harsh. Shocking. The type of book a bitter "I've-never-read-a-book" student would read.

A young Eskimo and his girl leave their tribe to fend for themselves in the midst of a bitter environment. A legendary, dreaded white wolf which tears off half of Agaguk's face, is closely involved in the suspense created by a murder in their far-off village and the coming of the RCMP.

The plotting is excellent, the characterization strong and memorable. The theme, with depth and perception, pitches the ecologically balanced Eskimo into the white Canadian's alien concept of justice. Here is a **Love Story** lifted out of sentimentality into provocative insights.

Related Materials - Montgomery, Rutherford. **Iceblink.**

Film - **Savage Innocents.**

Vercors, Jean.

You Shall Know Them

Though short, easy to read, and simply told, this story of the South Sea discovery of a race with some human and some animal characteristics poses a number of basic social and ethical questions. What makes a being human? Is it symbolic reasoning, language, religion, genetics? To obtain a legal definition, a scientist mates with one of the new race, kills his crossbred offspring, then insists on being tried for murder. Another question is raised: is an uneducated creature better off under the protection of the SPCA or the AF of L? Provocative, and increasingly relevant.

Related Materials - DeMille, James. **A Strange Manuscript Found In A Copper Cylinder.**

West, Morris.

The Ambassador

The Ambassador, published in 1968, is a highly topical novel about an American Ambassador to South Vietnam. Beside the many plots and counter-plots to over-throw the local government, much interest is aroused by the attitude and instructions of the State Department whom the Ambassador, Mr. Amerley, represents. The ethics of dealing and double-dealing of top government officials on an international level are clearly presented, and the reader will be led to wonder about the resulting moral confusion.

West's style is superb - clear, easy to follow, and yet highly polished.

Related Materials - Hailey, Arthur. **In High Places.**

GRADE XII - PLAYS

Albee, Edward. **The American Dream; The Zoo Story**

A startling, engrossing play, **The Zoo Story** deals with a theme highly suitable for teenagers - the alienated individual in society. Empathy will be aroused for the hero, Jerry, an intelligent outcast who chooses to end his struggle in a horrifying manner. Peter, Everyman and anti-hero, becomes the unsuspecting murderer, thus forcing an examination of the nature of man and of his relations with others. An unsettling invective against American-apple-pie family life.

Precisely aimed barbs exposing the shallowness of status quo attitudes to such things as old age, sex, marriage, children, and social niceties turn **The American Dream** into a nightmare fantasy. Albee's drama is funny, raw, sardonic, tragic and profound in turn.

Anouilh, Jean **Becket**

The play is not only an account of state and church, king and arch-bishop, but also a complex and touching tale of Henry II and Thomas, of friendship and honour. It is fluid with subtleties of character, striking in its ideas, and tantalizing in its shades of irony. **Becket** is an outstanding example of Anouilh's dramatic ability. We see the depth of Becket's commitment, yet we hope his honour weakens; we see the principle by which Henry must reign, yet we hope his love of Thomas will triumph; we find that Henry misunderstood his court, his people, and his friend, yet he uses them all to rise to his place in history.

Anouilh, Jean. **Five Plays Vol. 2**

Five Plays are contained in this volume: **Ardele, The Lark, Restless Heart, Times Remembered** and **Mademoiselle Colombe**.

Lillian Hillman's adoption of Anouilh's **The Lark**, the story of St. Joan presents a picture that is immortal in history and exalting on the stage. Anouilh tells his story from two viewpoints: a piece of history, with our present knowledge of how the girl's blundering captors unwittingly created a martyr who became forever a symbol of courage and faith; and secondly, from what was probably Jean's personal point of view. Both approaches to this legend of the Martyr of Rouen have been splendidly realized by the technique of divorcing the drama from the confinements of time, sequence and space, until the last moment - a thrilling and uplifting one of Joan's greatest earthly triumph, the coronation of the worthless Dauphin for whom she fought.

Time Remembered, English version by Patricia Moyes, is a delightful, easy-to-read humorous fantasy. The characters are delightfully drawn; the plot is most incredible.

Brecht, Bertolt. **Galileo**

Although Galileo taught "Truth is the daughter of time, not of authority," the invention of the telescope allowed him to construct a new cosmic geography which disagreed with church dogma and forced him to appear before a Roman inquisition. Fearing physical pain, he recanted, and was then discredited by his students. As a prisoner he continued his writings

and arranged for his works to be smuggled out of Rome. The play explores the nature of truth and service and, being written in 1937, served as a warning against the Nazi doctrine.

Galileo is presented here: (1) as an historic person; (2) as an individual; (3) as a metaphor for Brecht's admonition against the Nazis.

Study Guides - Monarch Study Guides 00551

Cherkhov, Anton.

The Cherry Orchard

The **Cherry Orchard** portrays the deterioration of Russian aristocracy prior to the revolution. Readers familiar with Catherine Mansfred's **Miss Brill** will find, in Chekhov, a whole stage full of lonely people living in vain hopes while their worlds fall apart around them. The cherry orchard, symbolic of the old society, will be cut down, in preparation for a new society; most of those whose lives centered around the orchard are outcasts, and retain hope only for future generations.

Study Guides - Monarch Study Guides 00554

Gardner, Herb.

A Thousand Clowns

A gay bachelor, script-writer for an inane breakfast-cereal program, looks after his irresponsible sister's genius son, whom he brings up in a care-free way that worries the Child Welfare Bureau - especially after he quits his job. The dialogue is lively, the protagonist is sympathetic, but the defects of his way of life are plainly shown. The conflict is between doing one's own thing and doing a few other people's things - the much debated choice between individual self-realization and social responsibility - but in contrast to the working of Amy Rand. The latter wins.

Gelinas, Gratien.

Tit-Coq

Two act French Canadian drama of family life and its influence on lives of young people separated by World War II. Tit-Coq, a young French Canadian soldier, obsessed by the knowledge of his illegitimate birth, falls in love with Marie-Ange. While he is overseas, her family persuades her to marry a rich army reject. Tit-Coq finally realizes that what he really loved was the idea of having a respectable family. Excellent characterization and good dialogue which carries in translation the flavor of the French idiom.

Gilson, Etienne.

Heloise And Abelard

Heloise And Abelard is a classical historical love story with the theme of personal integrity. Abelard becomes tutor of the niece of Canon Faulbert of Notre Dame Cathedral, Heloise, and he seduces her. They are secretly married after the birth of their son.

Heloise tries to dissuade Abelard from the marriage, fearing that the marriage will ruin his career. When the marriage becomes known, Faulbert has Abelard emasculated. Heloise becomes a nun and Abelard a monk.

Huffman, Grant (Editor).

Today's Drama

Six scripts with notes and questions for three media: stage, screen, and television. Illustrated dictionary of dramatic and technical terms at end.

Television

Foote, Horton. **John Turner Davis.** Texas, 1933. John Turner Davis, a small boy, is abandoned by his aunt and uncle because of poverty. A childless couple win the boy's trust and adopt him. Predominantly a character study.

Mosal, Tad. **The Waiting Place.** A fourteen year old girl, Abbie, is jealous of her father's desire to remarry. The grandmother helps her accept her father's need for a love other than hers and Abbie becomes more patient in waiting for her own adult life to begin.

Heuer and Seldon. **The Genie Of Sutton Place.** A New York setting for a satire and fantasy in which an ancient genie helps a boy change his dog, Sam, into a man. Humorous criticism of snobbishness.

Movies

Crane, Stephen: Short Story. Agee, James: Movie Script. **The Bride Comes To Yellow Sky.** Marshall Potter returns with his bride to Yellow Sky in time to restore order. His confrontation with Scratchy Wilson symbolizes the coming of law and civilization to the old West. The two versions invite comparisons of the media as well as a study of the American Western Myth.

Theatre

Wilder, Thornton. **Pullman Car Hiawatha.** Allegory of man's journey through life. As various representative types of characters travel overnight in a pullman car, their thoughts are revealed. Ambition, failure, mental illness and death are concerns. Explanatory remarks to audience by stage manager is used.

Albee, Edward. **The Sandbox.** Metaphorical treatment of death of a person and of a nation. Characters alternate between their real and fictitious selves. The stage is at one moment a literal stage, and the next moment a beach or funeral parlor. A satirical comment on twentieth century American behavior.

Ibsen, H.

Four Plays

The Doll's House. When Nora saves her husband's business his reaction is completely egocentric - not gratitude, but jealousy and pique at losing face. Though set in 19th century Norway, this play deals with the very topical problem of the status of women. Interesting discussion can arise from comparison of then with now and deciding what progress has been made, if any.

The Master Builder. In this play Ibsen departs from the sociological subject matter he is best known for, to deal with the spirit of an artist and his struggle to surpass his limitations and the limitations of society. There is conflict between his needs and the needs of others as he struggles to maintain his outstanding position and avoid being crushed by a younger generation of architects as he had crushed those preceding them. In the girl Hilda, the artist finds both a representative of the younger generation which he fears and the strength of purpose which he lacks.

Hedda Gabler. The play revolves around Hedda, an individualist. It is perhaps, the greatest play written about a woman. Despite Hedda's failings as a woman and as a human being, there is something dynamic and something attractive about her; in fact, she is unforgettable as a character.

The Wild Duck. This play moves a bit more slowly than does **Hedda Gabler**, but its philosophy goes deeper. The main themes centre upon the chaos and destruction levied by the iconoclast - the tragedy involved in killing the thing one loves - and the need of a life for many individuals.

Study Guides - Monarch Study Guides 00562 - **The Wild Duck.**

Miller, Arthur.

Death Of A Salesman

A review of the tragic life of a salesman victimized by his acceptance of false values. Willy Loman, the average man, fatigued in body and mind, facing broken pride and lost confidence, deserted by the self-sustaining illusions which had been his whole life, never understood why he failed in his job and failed as a father. Miller's audience, however, sees that hard work and good intentions are sterile if values are based on material success. In a dramatic technique more powerful than flashback, Miller makes past and present collide to show that everything exists together and at the same within us. Provides excellent study of realism and symbolism, use of lighting and music, and recognition or identification with family tensions.

Study Guides - Monarch Study Guides 00688
Study Master Publications 441

O'Neill, Eugene. **Long Day's Journey Into Night**

In stirring simplicity, O'Neill makes an incision which lays bare souls, the tragic mixture of emotions which, according to legend, were involved in his own life. In the space of one day, from morning until midnight, we are given the tortured family background which created the elusive yet magnificent talent of the author. The characters come to life with an almost frightening reality. The proceedings take place in the living room of a summer house in 1912.

The people speak in the everyday language of our neighbours; their emotions rise and fall with the absurd devotion to trivialities which provoke so many quarrels; these are dimensional characters trying desperately to keep their doomed household together.

Study Guides - Monarch Study Guides 00752

Pinter, Harold.

The Tea Party

Oddly mundane settings and abnormally focussed characters set the tone. Potentially stereotyped situations, the hiring of a new secretary and the start of a second marriage for the unheroic main character, unexpectedly leaves the audience with uncomfortable distortions of hauntingly familiar emotions. Symbolically and literally the egoistic hero is stripped to a slight, isolated figure facing the audience at the end: an uncommunicating immovable shell, empty of his former self. Perhaps this is a story about the fears, the subterranean drives and the puritan surfaces of all of us. Maugham's short story, **Rain**, may be a good companion piece.

Pirandello, Luigi.

Henry IV

Set in a solitary villa in Italy in our own time, the events which constitute the plot are gradually unfolded by the characters, other than Henry: a man goes to a pageant in a carnival dressed as Emperor Henry IV. He

falls off his horse and, upon reviving assumes that he is the excommunicated Henry IV. To appease him in his madness, his relatives and servants study eleventh-century history on Gregory VII and Henry IV, and don clothing of that period. Gradually the deluded "Henry" regains his sanity, but upon realizing that his wife, family, and friends have changed in the interim, he decides to go on with the delusion.

The theme of the story may be summed up in an earlier title of Pirandello's: **It Is So! (If You Think So)**. This play is typical of Pirandello's incursions into the nature of sanity and insanity.

Reaney, James.

Colours In The Dark

Reaney suggests that this experimental play may be compared to a child's toy box which contains all sorts of oddities with the memories they recall. Seemingly unrelated glimpses of life: birthday parties, the sick child, some dogs, Granny hanging out the clothes, berry picking, sail boats that brought ancestors and a cradle, a visit to a store, are held together by whatever it is that holds a family or a life together.

Turner, Edwin N.

The Reluctant Prophet: Old Man Aesop, He Knew The Game

The Reluctant Prophet. An examination of the role of the prophet in any age. The reformer who exhorts others to a change of heart and repentance is himself in equally great error if he lacks compassion. Biblical setting and life of Jonah portrayed in thoroughly modern dialogue with light though not irreverent treatment of incidents recounted in the Bible.

Old Man Aesop, He Knew The Game. The theme is from Aesop's fable of the crow who paints himself white to be a dove, and is rejected by both species. The problem of how and how not to change things is evident in the story of Norman, a white man who wants to change his skin to black. Comment on the action by a chorus of three and use of a series of masks to trick Norman invite dramatization in addition to reading of script. Difficult in its challenge to the imagination.

Voaden, Herman (Editor). **Four Plays Of Our Time**

Hailey, Arthur. **Flight Into Danger.** T.V. dramatization of a flight from Winnipeg to Vancouver on which both pilots and many of the passengers are incapacitated by food poisoning. A passenger with outdated flying experiences is needed to land the plane.

Van Druten, John. **I Remember Mama.** Gentle comedy, rich in character values telling of episodes in the life of a Norwegian family in San Francisco in the 1940's. Celebrates family life and the traditional virtues of honesty, courage, sympathy, understanding and love. Uses technique of a narrator who is also participant in the action. A dramatized version of six stories from **Mama's Bank Account** by Kathryn Forbes.

Patrick, John. **The Teahouse Of The August Moon.** Broad comedy bordering on farce, adapted from the novel by Vern Sneider. The American Occupation Forces attempt to inculcate the ideals of democracy in an oriental village. Satirizes idea of imposing one culture on another. Comedy results when the natives with "uncommon sense" build an oriental teahouse instead of following the impracticable idealism of building a pentagon-shaped schoolhouse. Characterization emphasizes fairy tale quality of the story.

Ibsen, Henrik (adapted by Arthur Miller). **An Enemy Of The People.** An "enemy of the people" is one who has the courage to oppose the majority. Public opinion based on vested interests, and city council politics concerned with financial rather than human values are the forces which oppose the hero of this social protest drama. Dr. Stockman discovers that the waters of a prosperous Norwegian spa are dangerously polluted. The community unites to stifle the truth and drive the doctor into exile. Themes of pollution and human weakness and the loneliness of the strong man of integrity are unfortunately still relevant.

Yeats, W. B. (translated)

King Oedipus

King Oedipus is probably the most popular of all the ancient Greek plays. Semi-religious in nature, this play was considered by Aristotle to be one of the greatest tragedies.

The Delphi Oracle prophesied that Oedipus, son of the King and Queen of Thebes would murder his father and marry his mother. Oedipus attempts to escape his fate but his own rashness and pride contribute to his tragedy.

In a sequel, **Oedipus At Colonus**, Oedipus, through suffering and humiliation, emerges as a semi-god.

Related Materials - Sophocles. **Electra** (any translation).

GRADE XII - SHAKESPEAREAN PLAYS

Shakespeare, William.

Anthony And Cleopatra

This historic tragedy of mature lovers is at once tragic, rich, mysterious, amusing and presents a brilliant study in contrasts. Cleopatra is a wheedling, teasing, charming, bullying, passionate enigma; Anthony is torn between his loyalties to state and love; and other interesting characters are presented - the loyal Enobarbus, unscrupulous Octavius, honest Pompey and chilly Octavia. The play itself skips back and forth between the relaxed luxury of the Alexandrian court and the tense political state of Rome. Antony gives up all for love, is defeated by Octavius, and commits suicide on the false report of Cleopatra's death. The last act of the play belongs to Cleopatra.

Shakespeare, William.

The Tragedy of Coriolanus

Caius Marcius Coriolanus, a brilliant soldier, is summoned to subdue the Volscians from Corioldi. Twice wounded, he returns to Rome and is offered the office of Consul by the nobles. His arrogance and pride are used as a weapon against him and he is banished from Rome. He joins the forces of the Volscians, returning with their armies to conquer Rome. Camped outside the city, Coriolanus refuses to hear any Roman petitions. Eventually his mother appeals to him not to destroy the city. He accedes to her wishes and attempts to establish peace, but, Aufidius, the Volscian leader, fears the power of Coriolanus and has him murdered.

This is Shakespeare's last tragedy; it is highly compact and moves at a rapid pace. The play is devoid of long soliloquies and of sub-plots, and the action is directed toward the achievement of a single impression.

Many critics regard the structure of the plot as being almost flawless; perhaps it is the coldness and arrogance of Coriolanus as an individual which causes the reader to have trouble identifying with the protagonist.

Shakespeare, William.

Hamlet

Ghostly powers urge Hamlet to wreak vengeance upon his uncle, Claudius, who has murdered the King, Hamlet's father, and married Hamlet's mother. The external conflict provides much intrigue which culminates in the deaths of the main characters, but the internal conflict of **Hamlet** has fascinated readers and critics for centuries - these include the archetypal disillusionment of the young man who rediscovers evil and morality, and the age-old conflict between fate and free will. **Hamlet** is Shakespeare's most popular and controversial play, on the other hand, it is also one of the most difficult, tricky, and interesting to teach.

Shakespeare, William.

Othello

Othello is one of Shakespeare's most highly-concentrated plays: no subsidiary focus of interest is permitted; all our attention is fixed upon the drama of the three main characters - Othello, Desdemona and Iago.

Othello, a Moorish general, commanding the forces of Venice, marries Desdemona whose father resents the marriage. When Othello appoints Cassio as his adjutant, Iago, an older soldier, becomes jealous and vows revenge upon both. Step by step, Iago, like a spider, weaves his plot to enmesh Othello in jealousy over his wife's supposed infidelity with Cassio. Iago is perhaps too successful for his evil plot destroys all the protagonists including himself.

Othello sums up the theme when he says:

" . . . Then must you speak
Of one that loved not wisely, but too well;
Of one not heavily jealous, but, being wrought,
Perplex'd in the extreme. (v. ii. 343-6)"

Shakespeare, William.

Richard III

This play begins with much gusto and the action rises constantly throughout the whole play, ending with the death of Richard in battle crying, "A horse, a horse, my kingdom for a horse." Richard is pictured by Shakespeare as "a crude lump of deformity" who is twisted both physically and mentally and who is prepared to "hew his way to the crown with a bloody ax." Despite Richard's villainy, he is always interesting, always intelligent, always active. Although Shakespeare has totally distorted the history of Richard III, the play remains an exciting, imaginative piece of drama.

Related Materials - Tey, Josephine. **The Daughter Of Time.**

Shakespeare, William.

The Tempest

This play has little action, the denouement soon becomes apparent; the injury done to Prospero will be redressed by the marriage of Ferdinand and Miranda; the two conspiracies will be brought to nothing by Prospero's power. The interest of the play lies in its romantic scene and setting: "a most desolate island, where sounds and . . ., strange shapes appear and

vanish, and all wonders and amusement inhabits"; and, still more, in the particular fascination of Prospero, a wise, honest and powerful man; Ariel, a figure of extreme charm; and Caliban, one of the most mysterious creatures of literature.

In **The Tempest** two worlds meet - the world of realism and that of mystery. One theme which runs throughout the play concerns the contrast between art and nature, between civilized and natural man; while a more personal theme concerns the finding of what has been lost - the innocence of youth that is threatened, endangered, then miraculously saved, or of elders who, through suffering, form a better world for those who are to succeed them.

Study Guides available for most Shakespearean plays -

Monarch Study Guides
Methuen
Study Master Publications
Bornes and Noble
Yale

GRADE XII - NON-FICTION

Abrahams, Peter.

Tell Freedom

This autobiographical tale, told as though a child were speaking, is more than the story of the author as he grew up in the slums of Johannesburg. It is a mirror of life in a tragic land. On one memorable day when he was very young, Peter was beaten into the violent realization that he was black, yet the astonishing quality of this book is its lack of bitterness. One of Peter's teachers once told him to 'read the Bible if you want to see how good English should be written'. He did - and he saw.

Related Materials - Mphahlede, Ezekiel. **Down Second Avenue.**

Aldridge, J. W.

In The Country Of The Young

The author attacks the youth cult (extolled in **The Greening Of America** as Consciousness III), apportions some but not all of the blame to present parents and points out trends, their probable results, and possible cures. He may well irritate many young people, upset the complacency of others - and encourage the thoughtful to continue thinking.

The teacher should probably attempt a neutral attitude; the problem will not be to provoke discussion, but to keep it within bounds, and from being too emotional.

Carson, Rachel.

Silent Spring

Ten years ago Rachel Carson was like a "Job, Crying in the Wilderness", telling of her concern with the then fast-growing, indiscriminate use of chemical insecticides and weed killers. Since that time, everyone has become much more aware of the pollution problems facing the world, yet this book still remains one of the most readable on the topic.

Related Materials - Carson, Rachel, **The Sea Around Us.**
Ehrlich, Paul. **The Population Bomb.**

Chichester, Francis. **The Lonely Sea And The Sky**

Chichester's autobiography, taking him to 1963, is a fascinating account of a man who flies and sails alone round most of the world. In a world where men flying to the moon are puppets of Mission Control, this book tells us of one man's intense longing for open spaces and freedom. Throughout his life from school drop-out to acclamation as "truly the old man of the sea", he challenges the environment of our planet.

Related Materials - Chichester, Francis. **Gipsy Moth Circles The World.**

Fromm, Erich. **The Art Of Loving**

Basically a psychological work, its highly-stylized, fluid prose make it a literary work worthy of study. It appears to have a strong effect upon its readers.

In this book about "love," Fromm develops several categories of love and explains each. This book might assist a young person in understanding himself and others.

Study Guides - Monarch Study Guides 00767

Maugham, W. Somerset. **The Moon And Sixpence**

This is a very accurate biography of Paul Gauguin, who is called Charles Strickland throughout the work. Strickland leaves his wife, family and a successful brokerage business at the age of 44 and makes his way to Paris where he associates with Vincent Van Gogh and other artists. Strickland appears to be completely callous and amoral. After spending several years in Paris and other parts of France, he eventually makes his way to the Island of Tahiti where he contacts the worst disease then known to man. Despite Strickland's deplorable personal life, he manages to create works of art which have helped to make all people more human and humane.

The frankness and abruptness of Maugham's style are at their best, and many who knew Gauguin personally claim that his character is set out very accurately.

Study Guides - Monarch Study Guides 00851

Miller, Orville. **The Donnellys Must Die**

In this macabre fragment of our Canadian cultural heritage, (little known in the West), Catholic and Protestant Irish immigrants to Ontario, continued their Tipperary blood-feuds for another generation. The author has carefully studied records and documents in an attempt to treat both sides fairly and trace basic causes, but he has not filled the book with them. Murder, mutilation and barn-burning abound, along with other types of physical conflict and some imaginative characterization. Apart from destroying the illusion that we Canadians "are not as other men" who foster the KKK, the Mafia, et al., this book provides insights into the futility of personal feuds, weak law enforcement, and taking the law into one's own hands.

An interesting foil to this book is **The Black Donnellys** by Thomas Kelley, which exploits sensationalism.

Moorehead, Alan.

The Russian Revolution

This challenging, thought-provoking book appears to present a most unbiased account of the planning and the execution of the Russian Revolution. Moorehead's style, which is maintained at a high, exuberant interesting level throughout provides excellent examples of superb literary writing.

Note how the following paragraph begins with a panoramic view of Russia and its problems, and narrows the problem down to one man - 'Rasputin'.

"So now in the last week of December, 1916, in the depths of one of the hardest of Russian winters, when people's minds turned naturally to melancholy and despair, the situation had become like nothing so much as one of the horrendous historical tragedies playing at the opera house. It was an extreme of confusion and hopelessness. The news from the front was that the soldiers were deserting in thousands every day, and few now believed in victory any more. Behind the lines it was an unequal struggle for the average citizen to get enough food to eat or even merely to keep the cold at bay. As a leader the Czar seemed to have collapsed; he floated in a limbo somewhere between the front line and the capital, controlling neither the army nor the politics, and in his place there was a parliament and a bureaucracy that hated one another, an Empress who hated almost everybody, and a mad priest who behaved like a devil in the name of God. Not even the most doom-stricken of the Slav legends had been able to achieve quite such a complicated and suicidal atmosphere as this. Just one thing was lacking: some act of high dramatic violence; and this presently was supplied by the murder of Rasputin."

Related Materials - Moorehead, Alan. **The Blue Nile.**
Moorehead, Alan. **The White Nile.**
Pasternak, Boris **Doctor Zhivago.**
Tolstoy, Leo. **War And Peace.**

Morris, Desmond.

The Human Zoo

This book is a study of animal and human behaviour under crowding and other stressful conditions. Clearly and logically written, only too relevant to present times.

Roberts, David.

The Mountain Of My Fear

Roberts is one of four college students on a hazardous climbing expedition in Alaska. His concise account is gripping. The knowledge that the four are little older than Grade XII students encourages identification and adds immediacy to the question of why men climb mountains, of why men live. Abruptly these questions take on disturbing intensity when one of the climbers hurtles to his death. Should provide considerable stimulus for discussion.

Related Materials - Birney, Earle. **David.**

Rose, Anna.

Room For One More

Easy to read, factual account of the Rose family and how they raised three children of their own plus three problem children. Reasons for

the successful family life are not given explicitly, but useful insights into exacting family relationships are offered. Humor and characterizations are attractive elements and the situations provide an objective basis for discussion and analysis of common family tensions.

Schweitzer, Albert. **Out Of My Life And Thought**

Essentially an autobiographical sketch of a truly outstanding world figure of the twentieth century. The book deals briefly with Albert Schweitzer's childhood and youth, his university days, his renunciation of possible fame and fortune in Europe as a minister, as a university lecturer, and as an accomplished organist, in order that he might study medicine to serve the Africans, and his trials in founding a hospital at Lambarene in French Equatorial Africa. Schweitzer was a prolific writer, and, in this book he summarizes briefly his literary works on religion, on philosophy, on music and on his forest hospital.

Schweitzer's reviews of his literary work make this a most challenging book to read .

Related Materials - Dooley, Thomas. **The Night They Burned The Mountain.**

Schweitzer, Albert. **Memoirs Of Childhood And Youth.**

Schweitzer, Albert. **More From The Primeval Forest.**

Schweitzer, Albert. **On The Edge Of The Primeval Forest.**

Toffler, Alvin. **Future Shock**

Sociological analysis of the effects of change on the quality of life today. Fairly long; level of vocabulary difficult because of research references. Thesis: Too much change in too short a time is already responsible for widespread stress and disorientation; and unless the rate and direction of change are controlled, psychic and physical illness on a massive scale is inevitable. Alerts readers to present dangers, but outlines practical proposals for counteracting them. Gives some perspective and organization to the threateningly complex environment of man and offers hopeful prognosis. First fifteen chapters lay basis for the thesis and could perhaps be presented in a simplified summary by the teacher. Style is somewhat repetitive, but the theme and supporting evidence are within the scope of students' experience and interest.

Related Materials - Reich, Charles. **The Greening Of America.**

Trent, Bill. **The Steven Truscott Story**

A trial, an appeal, eight months in a death cell, and nine years in a reformatory and a penitentiary before his release in 1969 make Truscott's story, as told to Trent, one of the better human interest narratives of the decade. Though short and simply written, and almost free from the more technical details of the trial, the book touches on the questions of capital punishment, prison conditions, the laws of evidence, and the legal status of juveniles. Easy working, good springboard for discussion.

Related Materials - Lebourdais, Isabel. **The Trial Of Steven Truscott.**

SECTION G
COMMUNICATIONS 21a and 21b
LITERATURE 21a and 21b
FOREWORD

Communications 21 a and b and Literature 21 a and b which replace Language 21, Language 22, Literature 11 and Literature 21 are intended to provide greater choice for students. All the modules focus on the basic skills of writing, reading, viewing, listening, speaking and acting and they provide for student involvement and enjoyment. In both Communications and Literature modules, emphasis has been placed on the improvement in writing skills as a continuing process.

Each of the modules is considered an integral part of the secondary language arts program, the skills and concepts of which are outlined in Section A of this Handbook.

Communications 21 and Literature 21 are available to students in Grades X, XI and XII.

Students may select modules for three (3) credits or six (6) credits. If they select modules for three credits, they register in 21a; a subsequent registration for three credits would be in 21b. If the selection is for six credits, they register in 21a and 21b.

Three (3) credits will be granted for any **two** Literature modules or any **one** Communications module. Six (6) credits will be granted for any **four** Literature modules or any **two** Communications modules. (Prerequisites in the Communications modules will be an overriding consideration.)

The total of six credits may be awarded to a student taking instruction in either the Communications or Literature modules exclusively.

Students may enrol in both Literature 21 and Communications 21 and be granted the maximum of twelve (12) credits.

COMMUNICATIONS 21a and 21b

RATIONALE

Ours is an age of many voices and interests seeking attention through many media. Therefore, it is necessary that the schools provide the student with experiences in a variety of communications media. These modules have been devised so that an in-depth study in one or two of them will increase the student's language articulation and discrimination. The variety of content and approach should spark student interest and provide choice and flexibility. However, this diversity notwithstanding, there are some general objectives in communications to which these modules, to a greater or lesser degree, make a contribution. These larger objectives have been identified in Section A of this handbook.

PREFACE

The contents of this course are the combined effort of the members of an Ad Hoc Communications Committee struck by the Department of Education. The committee, composed of Language Arts teachers from various points throughout the province, met on a regular basis for the purpose of developing a curriculum guide for use by Alberta Senior High School teachers and students of Language Arts. The Communications elective, organized in modular form, serves to replace Language 21 and Language 22 in September, 1973. It may, however, be noted that a period of one year is allowed for the phasing out of the above-mentioned courses and for the inception of Communications 21.

A module is defined as being an in-depth unit of study for either three (3) or six (6) credits. Included in each module is a description of its purpose, its activities, together with a section of suggested teacher-student references. Annotations indicate particularly useful references.

Inasmuch as these are English modules, emphasis should be placed on the basic language skills. Psychological and sociological concerns necessarily arise but caution should be exercised to ensure that the content of other disciplines does not overshadow the language objectives.

BUSINESS COMMUNICATIONS

Description of Module

Ours is a world of commerce in which it is important that the individual have well-developed skills in communication – formal and informal, oral and written.

It is the purpose of this module to help the student become knowledgeable in business communication and to provide opportunities to develop effective oral and written skills mandatory in the business field. This module is prepared for those students intending to enter the field of business.

Credit Value

Part A	Business Skills (prerequisite to Part B)	3 credits
Part B	Written Communication	
Parts A and B		6 credits

Content of Module

Part A BUSINESS SKILLS

I. TECHNIQUES OF GOOD SPEAKING

1. Articulation
2. Intonation
3. Eye Contact
4. Audience Interest

II. ORAL REPORTS AND SPEECHES

1. Synopses
2. Reports
3. Speeches: formal and informal
 - a. Topical
 - b. Expository
 - c. Persuasive
4. Telephone voice: alert, expressive, pleasant and distinct

III. MEETINGS

1. Agenda
2. Minutes
3. Taking Notes
4. Parliamentary Procedure
5. Formal and Informal Seating Etiquette
6. Diplomacy and Courtesy

IV. INTERVIEWS

1. Applications
 - a. Appearance: dress and grooming
 - b. Approach and attitude
 - i. Honest, sincere and courteous
 - ii. Calm and cooperative
 - iii. Clear and precise
 - iv. Enthusiastic, eager
 - c. Personal resumé
2. Complaints
 - a. Angry customer
 - b. Irresponsible employee
 - c. Dissatisfied client
3. Public relations
 - a. Sales
 - b. Community betterment

SUGGESTED ACTIVITIES FOR PART A

1. Oral reports on school activities
2. Oral presentation of newspaper and magazine articles
3. Simulation of the following in the classroom:
 - a. Introduction of guest speaker
 - b. Speech of appreciation and thank you
 - c. Impromptu speeches
 - d. Telephone etiquette
 - e. Reports
 - f. Formal debate
 - g. Giving information orally

4. The class should evaluate the effectiveness of the vocabulary used in these simulations, striving for the better and more precise words, always keeping in mind proper usage and grammar. The various simulations should be evaluated for the effectiveness of the communication to the total group.

Part B TYPES OF WRITTEN COMMUNICATION

I. LETTERS

1. Application
2. Inquiry
3. Remittance
4. Appreciation
5. Complaint
6. Thanks
7. Others

II. MEMORANDA

III. BUSINESS REPORTS

IV. RESEARCH PAPER: format and footnotes

V. SPEECHES

VI. ADVERTISEMENTS

1. Types
 - a. Soft Sell
 - b. Hard Sell
2. Purposes
 - a. Gain attention
 - b. Hold interest
 - c. Create need
 - d. Satisfy a need
 - e. Ask for action

3. Devices

- a. Bandwagon
- b. Testimonial

(Refer to the module "Language as a Manipulative Device" for further material on advertising.)

VII. PUBLIC RELATIONS

1. Aims

- a. Increased profit
- b. Change of image
- c. Increased influence
- d. Promotional sponsorship

2. Processes

- a. Defining
- b. Researching
- c. Communication
- d. Evaluating

(For further information and guidance refer to material in the module, Community Relations Network.)

SUGGESTED ACTIVITIES FOR PART B

1. Examine a variety of letter heads from various firms with the purpose of interpreting the communication of each letter head.
2.
 - a. Write letters to firms for information. Only a few companies should be chosen for this purpose; care should be taken to limit this exercise.
 - b. Write "thank-you" letters to cooperating firms.
3. Collect, study and summarize articles on business activities.
4. Prepare a formal brief to be presented to local government.
Example: Students' Union
 - a. Seeking a change in school policy regarding school attendance
 - b. Seeking a change in school policy regarding school dances.
 - c. Supporting or opposing the building of a recreational complex.

5. Write research papers on subjects of interest to a particular business community.
6. Develop a project on public relations.
Examples:
 - a. Publicizing a change in business hours
 - b. Dealing with complaints from a dissatisfied customer
 - c. Updating a company's public image as in catalogue advertising

(Refer to "Community Relations Network" module for further guidance.)
7. Advertising: Analyze various types of advertising and write advertisements.
8. Interpret and summarize business reports.
9. Simulate business activities.
Examples:
 - a. The classroom becomes a bank manager's office and members of the class carry out a job interview simulation.
 - b. The cashier in a department store deals with an angry, dissatisfied customer.
10. Invite the public relations man from a business firm to address the class.

SPELLING, PUNCTUATION, GRAMMAR, VOCABULARY BUILDING, INCLUDING THE USE OF DICTIONARY, THESAURUS, ACRONYMS, SYNONYMS, AND HOMONYMS ARE NECESSARY IN THE FIELD OF BUSINESS EDUCATION.

Suggested References:

Brendel & Near *Spelling Drills and Exercises: A Programmed Approach*

Scarborough: McGraw-Hill Ryerson 1971 \$0.95

Canadian Edition

Using techniques of programmed instruction, this spelling book presents a review of basic spelling principles together with drill on commonly used words governed by each of the principles.

Bryars, Gerald and George R. Hall *This Book is About Communication*

Scarborough: McGraw-Hill Ryerson 1971

A Canadian publication based on the Canadian scene. The author develops the five questions: Who is communicating? What is being communicated? With whom is he communicating? What is the medium being used? What is the purpose of the communication? The various media and their impact are analyzed using familiar Canadian material. Each section is provided with exercises which focus on the understanding of the messages and media used. A very readable and useful book.

Butchart, Strike, Dashwood-Jones *Business Writing: Letters*

Agincourt: Gage 1970

This small book requires the student to compose business letters in well-defined situations. The emphasis is on concept and expression rather than format and style.

Farmer, G. *Word Division in the Canadian Business Vocabulary*

Agincourt: Gage 1967

Word Division is divided into two parts, each with its particular range of uses. Part I presents the division of some 14,000 words, with preferable and less preferable divisions indicated. Part II presents the 4,632 most frequently used words in order of frequency of use, in groups of one hundred.

Gardner, Harold and John Slater *Think for Yourself*

George G. Harrap
(Toronto: Clarke, Irwin) 1969 212 pp.

This is a collection of opinions on controversial topics by various authors. Some of the opinions are well supported by facts; others are mere propaganda or emotionalism. This reference can serve a useful purpose in analyzing the various forces that act upon the mind to filter and color communication. The material is at a high level of maturity and challenges students to think for themselves.

Gavin and Sabin *Reference Manual for Stenographers and Typists*

Scarborough: McGraw-Hill Ryerson 1970 \$3.15

For student or secretary, this Canadian edition covers the basic rules of English usage and business correspondence. Through its index the secretary and the student can find the answers to problems that arise in the typing of letters, manuscripts, legal forms, telegrams, reports and articles.

Gordon, Donald R.

Language, Logic and Mass Media

Toronto: Holt, Rinehart and Winston 1966 119 pp.

A Canadian publication using Canadian material and examples. It deals with language, the various shade of meaning in words, and tricks in the use of language to achieve a desired interpretation both in oral and written English. It reviews the method and impact of the mass media. Radio, television, films, newspapers, and magazines are specifically analyzed in their role of communication in society. The book is a comprehensive analysis of communication, and its style is imaginative and challenging.

Hodgins

You Can Spell

Scarborough: McGraw-Hill Ryerson 1968 \$4.15

This Canadian text aims to help students acquire spelling power through a planned program based primarily on phonetic sounds. The author presents 5,000 - 6,000 words that form the written vocabulary of the average high school graduate as well as a section of specialized terms from various areas of business-accounting, finance, law, advertising and medicine.

Irving, John A.

Mass Media in Canada

Scarborough: McGraw-Hill Ryerson 1969 236 pp.

A Canadian publication on the development of communication in Canada from the earliest primitive methods to the present sophisticated technical media such as television, radio and film. The author comes to grips with the American influence on Canadian communication in both the written and spoken word. One section deals with the problems of censorship in Canada, and its effect on Canadian social mores. There is an analysis of Canadian newspapers and magazines, and their struggle for survival in competition with American publications. A good reference for teachers and mature students.

Repath, Austin

The Mass Media and You

Don Mills: Longman 1966 217 pp.

This paperback discusses the effect upon the individual of the mass media. After defining communication, it reviews the whole spectrum of communication. It is value-oriented, and provides insight into the power of the media and how they affect and change social mores, motivated by vested interests. This book is written in an easy style and should pose no problem for the average student.

Stewart, Lanham & Zimer

Business English and Communication

Scarborough: McGraw-Hill Ryerson 1967 \$6.95

Canadian edition

This is a textbook designed to train students in all phases of communication — speaking, writing, listening, and reading. Written at the grade 11 - 12 level, the book is for courses whose objective is to develop the student's ability to communicate effectively in business.

Strike, Dashwood-Jones

Business Writing: Reports

Agincourt: Gage 1970

A project in report writing for business, based on narratives within student comprehension. Structure and organization of the report are stressed. Included as well is a study of office resource materials.

Weber, Kenneth

Prose of Relevance I & Prose of Relevance II

Agincourt: Methuen 1971 213 and 245 pp. respectively

Two excellent Canadian publications containing collections of current thought-provoking topics which can be used effectively for class discussion, and for evaluating the validity of the conclusions reached. This material serves well for motivating oral and written communication. These books are easy reading and very suitable for the average student.

Worsnop, Chris M.

What Do You Think?

Toronto: Copp Clark 1970 175 pp.

This volume contains a challenging collection of opinions on a wide variety of subjects. It is useful for providing students with material which they can evaluate for logic, validity and propaganda. The variety of topics provides much needed material for heterogeneous classes. The range of difficulty in comprehension and class evaluation is very good — a resource for both teacher and student.

Other References

- Department of Manpower and Immigration. *How to Prepare for an Interview*. Ottawa: Queen's Printer, 1969.
- Hodges and Whitten. *Harbrace College Handbook*. Seventh edition. New York: Harcourt, Brace, Jovanovich, 1972. (Don Mills: Longman)
- New York Life. *Making the Most of Your Job Interview*. New York: New York Life Insurance Co.
- Roodman and Roodman. *Effective Business Communication*. Scarborough: McGraw-Hill Ryerson, 1964. \$3.95
- Shaffer, Shaw, Power and Young. *Handbook for English*. Scarborough: McGraw-Hill Ryerson, \$2.95
- Shurter, Robert L. *Business Research and Report Writing*. Scarborough: McGraw-Hill Ryerson.
- Vance and Milne. *A Folio for Writers: Description, Exposition, Narration, Poetry*. Toronto: Clarke, Irwin, 1969. \$1.50 each section.

COMMUNITY RELATIONS NETWORK

Description of Module

By exploring communication and the public relations relative to communication within the rural or urban community in which he lives, a student may attempt to discover:

WHO IS COMMUNICATING?
WHAT IS BEING COMMUNICATED?
WITH WHOM IS COMMUNICATION OCCURRING?
WHAT IS THE PURPOSE OF THE COMMUNICATION?
WHAT MEDIUM IS BEING USED?
HOW, WHEN, WHERE, AND WHY THIS COMMUNICATION OUGHT
TO BE IMPROVED?

Answers, in whole or in part, may be found through class discussions, research within the community, interviews and many other techniques. A student may also develop a more critical judgment of the truth or falsity of today's mass media material: television, radio, newspapers, magazines, books, plays, movies, records and tapes. As well, he should become cognizant of the importance that public relations play in the activities of the community.

Credit Value

The module not as an in-depth study	3 credits
The module taken as an in-depth study	6 credits

Content of Module

All parts of the community should be considered, e.g. institutions, levels of government, business communities, pressure groups, and service clubs. In addition, current issues should always be of interest and concern to the student. Moreover, a student ought not to lose sight of the possibilities for gaining experiences through the study and application of public relations exercises. A student may, through various simulations, work out plans and solutions for specific problems in this area.

BASIC APPROACH

I. INSTITUTIONS

A study of this module might appropriately begin with a consideration of the student's classroom. What kind of communication exists within that community? How much is there? Who is involved? Who is least involved? And why?

One might then move out of the classroom and into the whole school: What are its avenues of communication? How powerful is the "grapevine"? Who most influences the different kinds of school life communication?

Similarly, the home, church, and other local institutions might be surveyed in order to assess actions, reactions and interactions relative to total community involvement.

Possible Simulations

1. Imagine a situation where the school considers that your classroom lacks a positive public image. Plan a campaign of public relations to establish one. Elect a small committee to study the problem and appoint people to engage in activities designed to change this opinion, e.g. decorate the room, write and issue weekly bulletins of opinion and activities, represent the class at different school functions. Evaluate the effectiveness of the program after a set time.
2. There is a lack of interest in the football or basketball team. Put together a plan to change the attitude.
3. Students of the school have little regard for library rules. Design a program intended to remedy this situation.
4. Tackle the problem of smoking and pollution in the school. Organize material, personnel and forces to bring about a change.
5. The school community does not realize or appreciate the value of education. What would you do to right this attitude?

II. PROVINCIAL, MUNICIPAL AND LOCAL GOVERNMENTS

Depending upon the interest of one or more individuals within a class, governments may be studied superficially or in depth relative to their impact upon a citizen within that community. Communiques issued by governmental agencies, minutes from council meetings, and visits to local sessions or meetings, may all yield material for discussion and study.

Possible Simulations

1. A government department needs to prove its value because it has come under public and political criticism. Identify the problems and plan a program, giving particular attention to the timing of the campaign.
 - a. Draw a series of posters, both serious and humorous
 - b. Write articles for magazines and newspapers
 - c. Design ads for the mass media
 - d. Tape interviews with citizens
2. The Department of Education has a problem convincing the public that certain innovations are necessary. Think of one such innovation and design a program of action needed to change attitudes.

III. PRESSURE GROUPS

Because pressure groups attempt to influence the thoughts and actions of people within a society, their effect upon the business community, service clubs, governments, the mass media and local institutions cannot be lightly dismissed. Thus, students may wish to assess the influences of the following pressure groups.

1. Mass organizations, e.g., Chamber of Commerce, Canadian Legion, Canadian Labor Congress.
2. Professional organizations, e.g. Canadian Medical Association, Alberta Teachers' Association, (groups which concentrate in their own professional areas, but which frequently press for community improvements).
3. Interest organizations, e.g., anti-fluoridation leagues, temperance leagues, local parent-teacher associations, philanthropic organizations, local improvement groups, and others which tend to exist for mutual interests.
4. Ethnic and religious organizations, e.g., Canadian-Ukrainian Association, Canadian-German Society, Catholic Women's League and other organizations.
5. Reform organizations, e.g., Salvation Army, John Howard Society, and other groups which concern themselves with social rehabilitation.

OTHER PRESSURE GROUPS MAY BE LISTED AND DISCUSSED.

Possible Simulations

1. An anti-pollution group is unable to attract support. As public relations experts, simulate a plan of action to correct this situation.
2. The John Howard Society is having difficulty with its rehabilitation program. Simulate a public relations campaign for change.

IV. THE BUSINESS COMMUNITY

Students may consider the roles played by businesses and industries in the communications network within a community: why they are located where they are and what influences they exert.

Possible Simulations

1. A company needs to update its image. Conduct a public relations campaign.
2. A large tobacco company is obliged to soften its image because science has indicated that smoking is harmful. Consider the action a public relations expert might take.

V. SERVICE CLUBS

Service clubs are part of the community and contribute to the communications network. The student should study the role of various clubs, e.g., Kinsmen, 4-H Club, Lions Club.

Possible Simulations

1. The Lions Club wants to raise money for a swimming pool but the community does not understand the need for such a project. Work out an approach which this club might use to raise the necessary funds.
2. The 4H Club wants to start a summer program connected with educational activities other than farming. The members have in mind such items as swimming, canoeing and painting. Design and if possible, test a public relations program which might be used to gain support.

VI. CURRENT ISSUES

In any community, current issues can provide material of interest. Examine new methods of traffic control and school board decisions. Students may wish to become involved with these issues.

Possible Simulations

1. The community needs a new sportsplex. Because it means a higher tax rate, homeowners and taxpayers withhold their support of this. Plan and implement a public relations program to overcome their resistance.
2. The dentists of the community advocate fluoridation. Develop a public relations program intended to help them.

SUGGESTED ACTIVITIES

1. Interviews
2. Visits to school board meetings
3. Government agencies and others
4. Written and oral reports
5. Discussions
6. Panels
7. Forums
8. Debates
9. Research
10. Student journals in which module material is recorded
11. The making of maps
12. Films
13. Tapes and other recordings
14. Guest speakers
15. Role playing simulations
16. Bulletin-Board displays
17. Simulation radio and television news broadcasts
18. Writing press releases
19. Simulation 'open-line' radio programs
20. Actual case studies in the location of recreational facilities
21. Educational institutions
22. Shopping complexes
23. Business centres
24. Roads

25. Overpasses
26. Bridges

Suggested References

Grossett, Philip *What's Your Opinion*

London, England: Evans Bros. 1964
(143 pages - hardback - Illustrated)

Through fiction and carefully chosen poetry, *What's Your Opinion* deals somewhat simplistically with major teenage problems. Attractively but sparsely illustrated with excellent cartoons, Grossett's book includes good sections entitled "Talking Points", Comprehensive Questions and "Written Work".

Nordberg, Orville and Iris *Free to Choose*

Sacramento, California: Field E Publications Inc. 1969
(248 pages - Paperback - Not illustrated - \$3.50)

Designed for student use, *Free to Choose* deals with concepts in communication through careful explanation and a host of interesting examples. Emphasis is placed upon the concept of communicating ideas clearly to others; hence, more than half of this 248 page book is devoted to workbook-type exercises.

Shillaci, Anthony and John M. Culkin (Eds.)

Films Deliver, Teaching Creatively with Film
New York: Citation Press 1970
(348 pages - paperback - illustrated with photographs and drawings — \$6.60)

One of the most practical and useful books on films and filmmaking for the classroom. Different genres of film are discussed from both categories. An extensive bibliography of film books and periodicals is included as well as an annotated list of short easily available educational short films.

Other References

Allen, Don. *The Electric Humanities, Patterns for Teaching Mass Media and Popular Culture*. Dayton, Ohio: Geo. A. Pflaum, Publisher, 1971. Paperback, 276 pp., bibliography, discography of discussion provoking modern music, \$4.95.

Banton, Michael. *Roles*. London, England: Tavistock Publications, Ltd.

- * Boutwell, Wm. *Using Mass Media in the Schools*, Urbana, Illinois: N.C.T.E., 1962
- * Braithwaite, Max. *Servant or Master*. Agincourt, Ontario: Book Society of Canada, 1968.
- * Bryars and Hall. *This Book is About Communication*.
Scarborough, McGraw-Hill Ryerson. 1971
- * *Connexions*, a series of paperback books on communication in society
Don Mills, Ontario: Longman Canada, 1970
- * Gordon, Donald R. *Language, Logic and Mass Media*
Toronto: Holt, Rinehart and Winston, 1966
- Grosset, P. *Things That Matter*
London: Evans Brothers Ltd., 1966
- * Hancock, Alan. *Communication*
London: Heinemann's Educational Books, 1971
- * Irving, John. *Mass Media in Canada*
Scarborough: McGraw-Hill Ryerson 1961
- Lacy, Dan. *Freedom and Communications*
Urbana, Illinois: University of Illinois, 1965
- LaValley, Albert J. *Focus on Hitchcock*. Scarborough, Ont: Prentice Hall 1972
Paperback, 186 pp. Photographs, diagrams, \$2.75
- National Council Teachers of English – various free materials relative to this module
- * Repath, Austin. *Mass Media and You*
Don Mills, Ontario: Longman Canada Ltd., 1966
- Scannell, Edward. *Communications for Leadership*
Scarborough, McGraw-Hill Ryerson 1970
- Schrank, Jeffrey. *Media in Value Education, A Critical Guide*. Chicago: Argus Communications, 1970. Paperback, 168 pp., illustrated, teacher reference, includes annotations and discussion guides to 77 easily obtainable short films.
- Television Information Office, 666 Fifth Avenue, New York, N.Y. free source materials.
- * Teringo and Sweet. *The Mind Benders*. Scarborough: McGraw-Hill Ryerson 1969
- * Thayer, Dunn, Jamison, Morgan. *The Media Primer*
Agincourt, Ont: Methuen 1970
- White, T. H. *The View From the Fortieth Floor*
New York: Avon 1960 (paperback)

Drama

Our Town

Sorry, Wrong Number

Novels

Up the Down Staircase

Films

Ballad of Crowfoot – NFB (AVSB Library), 6 min.

Cityscape – NFB, 1½ min.

Dial M for Murder

Dreyfus Affair – ITE (AVSB Library), 15 min.

Film – Alberta Department of Education (AVSB Library), 28 min.

Flowers in a One-Way Street – NFB, 57 min.

La Vita, Life in a Tin Can – VEVA, 18 min.

Neighbors – NFB (AVSB Library), 8 min.

Nobody Waved Goodbye – NFB, 80 min.

Propaganda Message – NFB (AVSB Library), 14 min.

The Question of Television Violence – NFB, 49 min.

Rhythm of a City – CFI, 18 min.

Sirene – EFD (AVSB Library), 10 min.

Urbanissimo – (John Hubley) – 7 min.

VTR

An Interview With Chief Dan George – CARET – B.W. – Provincial Dubbing Center

Public Relations References

Cutlip, Scott M. and Allen H. Center. *Effective Public Relations*. Fourth Edition. Englewood Cliffs, New Jersey: Prentice-Hall, 1971

Havlan, Gene and Alan Scott. *Contemporary Public Relation: Principles and Cases*. Englewood Cliffs, New Jersey: Prentice-Hall, 1955

Jacobs, Herbert. *Practical Publicity: A Handbook for Public and Private Workers*. Scarborough, Ontario. McGraw-Hill Ryerson, 1964. \$7.50

Kohre, Sidney. *Dynamic Force of Public Relation Today*. Dubuque, Iowa: Wm. C. Brown Co., Inc., 1964

Marston, John E. *The Nature of Public Relations*. Scarborough, Ontario: McGraw-Hill Ryerson, 1963.

Magazines

MacLeans

Monday Morning

Saturday Night

Saturday Review

This Magazine is About Schools

Newspapers

Serve as a useful reference

ENGLISH AS A SECOND LANGUAGE

Description of Module

This is a module designed for students who are New Canadians and experiencing difficulty with English or for students whose speech and cultural backgrounds are atypical of those of most high school students. Speech and communications difficulties are isolated and followed by the application of corrective techniques. The course is continuous throughout the year and lasts as long as the need for it continues.

Credit Value

6 credits

Principles Upon Which the Module is Based

1. Concentration on speech, hearing and speaking must precede reading and writing.
2. Translation and the study of grammar have no place in the process by which children learn a second language.
3. The rate of progress depends upon the amount of time allotted to English.
4. Classes must be kept small.
5. In order to be learned the language must be used.
6. The individual speaker of a foreign language tends to hear English speech in terms of his own language sound patterns. Hence, the teacher must be aware that his students' mistakes are the products of his habits of hearing his own language.
7. A thorough knowledge of how sounds are formed (a knowledge of the speech-producing anatomy) is important to the teacher.
8. One should begin learning a second language by listening for a restricted number of things. He should listen for one feature or set of features at a time until all features have been covered successfully.
9. The teacher must gear the work individually.
10. Students should be encouraged to develop a class identity. Games and occasional parties are good for this. Too often the non-English-speaking students are on the fringe of the school social life. They have no real sense of belonging to anything other than their own linguistic group.
11. The course will not work on a programmed basis. It must be direct and personal. Best results are obtained when the student confronts the teacher on a person-to-

person basis.

12. To obtain person-to-person contact, student teachers (that is, English-speaking students in the school) can be teamed with the non English-speaking students. This 'Buddy' approach is recommended.
13. Tension creates 'stage fright'. The atmosphere should be relaxed and friendly. Buddies create real friendliness. The non English-speaking student becomes a part of society.
14. The S.R.A. language development kit is good for discussion and vocabulary.
15. Tape recorders are handy. If money is to be invested, it should be spent on books gauged to the reading level of the students, rather than on expensive audio-visual equipment.
16. A concentrated attempt should be made to relate the study of English to other work done in school.
17. Non English-speaking students are generally proud of their native cultures. This pride should be exploited.

Activities

1. Pair non English-speaking students with English-speaking ones.
2. Analyze speech difficulties on an individual basis.
3. Insist that students speak English whenever they are in school.
4. Study diagram of the anatomy of voice production.
5. Have English-speaking students demonstrate correct pronunciation.
6. Have non English-speaking students imitate correct pronunciation using mirrors to observe their own tongue, teeth and lip positions.
7. Introduce students with no English language background to the language through *English: Your New Language*, which outlines a step-by-step approach.
8. Develop drill charts or lists to give practice to non English-speaking students. Examples of these charts are contained in the books listed in the bibliography.
9. Use these one-to-one motivational activities in which the English-speaking student listens to, encourages, and corrects his buddy.

The non English-speaking student

- a. tells well-known or traditional stories of his cultural background
- b. describes the country from which he comes
- c. describes his journey to Canada
- d. teaches some of his languages to his buddy

Together the buddies

- e. engage in telephone conversations
- f. tour the school and discuss what they see
- g. tape their voices, listen to them and discuss them
- h. slow their speech to isolate patterns with the variable speed tape recorder
- i. develop useful phrase books

10. Group social activities.

- a. watches movies on television and discusses them
- b. writes and acts simple plays
- c. simulates social situations such as
 - i. introductions
 - ii. buying and selling in stores
 - iii. ordering in a restaurant
 - iv. discussing the weather
- d. plays word games
- e. has parties (particularly good for building confidence and creating a relaxed atmosphere).

11. Have non English-speaking students give prepared speeches to the class.

12. Discuss work in subjects other than Communications 21 to isolate and remedy particular vocabulary problems.

13. Use the VTR to simulate interviews.

Resources:

- 1. Benardo, Pantell. *English: Your New Language Books I & II*. Morristown, New Jersey: General Learning Corporation, 1972
Well illustrated, 270 pp. This is a good workbook.
- 2. Kunelius, Joyce. *English Pronunciation for Chinese Students*
University of Calgary. This is a good source of exercises.
- 3. Salisbury, Rachel. *Better Work Habits*. Scott, Foresman 1966 (Toronto: Gage)
- 4. Student-made charts of physiological formation of sounds
- 5. Paperbacks gauged to reading levels of students.
- 6. Tape recorders

7. Talk-backs
8. S.R.A. or other kits
9. Dictionaries
10. Language labs if possible
11. Speech consultants

FILM

Description of Module

The film module provides the student with an experience in film study which will increase his understanding and appreciation of visual language and communication. The appreciation of film is the theme around which the academic considerations are to be organized.

NOTE: It is recommended that teachers who offer Part B of this module be familiar with the elementary techniques of still photography, audio-editing and film editing in addition to the academic information involved.

Credit Value

Part A	APPRECIATION (prerequisite to part B)	3 credits
Part B	ANALYSIS AND PRODUCTION	3 credits

Content of Module

Part A APPRECIATION

I. VIEWING AND DISCUSSING FILMS

Communication from filmmaker to film viewer is on all of these levels.

1. The literal is generally the easiest to grasp; it is the story or account the viewer sees, hears, and perhaps experiences.
2. The metaphorical level involves various contrasts, juxtapositions, subjective statements, implications and conclusions which are made by the filmmaker.
3. The symbolic level considers ideas of the film as distinct and separate from what has actually occurred, gaining a significant view of existence, a philosophy of life.

II. APPRECIATING DIFFERENT TYPES OF FILM

"Shorts" are the most appropriate type of film for viewing and follow-up activity within one period. Viewing representative films from the following categories is recommended.

1. Creative films (e.g. Lipsett, McLaren, Chapman)
2. Film versions of established literary work are available from NFB and regional IMCs as well as the Department of Education, AV Branch.
3. Documentary films inform and perhaps initiate change. Descriptive, narrative, and expository treatments of the same subject are often available.
4. Feature films.

SUGGESTED ACTIVITIES

1. Thinking in images and symbols
 - a. Keep a log of images and symbols encountered
 - b. Combine images in a symbolically logical order.
2. Listening
 - a. Listen to sounds
 - b. Make a tape to convey a theme
 - c. Find sounds to accompany pictures
 - d. Combine pictures and sounds using tape and opaque projector
 - e. Identify music for different moods
3. Exploring irony, humor, juxtaposition and other effects using images
 - a. Combine pictures
 - b. Match sound with pictures
4. Examining, selecting, isolating and combining images
 - a. Use magazine pictures and still photography
 - b. Watch segments of a TV screen
 - c. View through a camera viewfinder
5. Arranging images to convey a theme through collages, comic books, album treatments, newspaper pictures
6. Discussing the ideas, composition, and effect of the film
7. Writing creatively after viewing
8. Recording personal reactions and criticisms (oral or written)

Part B ANALYSIS AND PRODUCTION

The following list of activities comprises the production section of this module. The cost per student will increase in proportion to the degree of filmmaking undertaken. It is recommended that many short films be viewed and critically analyzed.

SUGGESTED ACTIVITIES

1. Editing

Combine film sequences. Old home movies can successfully be combined into humorous segments or comments on nature, society, or human nature.
2. Creating an animated film or filmstrip
 - a. Use clear leader for 16 MM film. Draw on the clear film with marking pen. Draw dots, lines, etc.
 - b. Use color or clear leader and add a tape track to create a mood film
 - c. Cut transparency film to fit a filmstrip projector and draw the frames needed.

3. Creating slide tape presentations by using color slides and a tape soundtrack to produce a thematic comment
4. Writing a script
5. Making a film
 - Plan, shoot and edit a film project. Have class evaluate the product of each group in terms of class developed criterion.

FILMS SUGGESTED FOR CONSIDERATION

Angel – N.F.B., 7 mins.

Art of the Motion Picture – B. F. A., 20 mins. (AVSB Library)

Blake – N.F.B., 20 mins. (AVSB Library)

Blinkity Blank – N.F.B., 5 mins. (AVSB Library)

Boomsville – N.F.B., 10 mins. (AVSB Library)

Calgary Stampede – N.F.B., 10 mins. (AVSB Library)

Charley Squash Goes to Town – N.F.B., 4½ mins.

Dots – N.F.B., 2½ mins. (AVSB Library)

Eye Hears and the Ear Sees – N.F.B., 50 mins. (Norman McLaren)

Fine Feathers – N.F.B., 5½ mins.

Free Fall – N.F.B., 9 mins.

Half Masted Schooner – N.F.B. (MacKay, poem), 7 mins. (AVSB Library)

High Steel – N.F.B., 14 mins.

Little Phantasy on a Nineteenth Century Painting – N.F.B., 4 mins.

Marguerite – A.E.F., 10 mins. (AVSB Library)

Matrioska – N.F.B., 5 mins. (AVSB Library)

Metamorphoses – N.F.B., 2½ mins.

Moments Spent – I.T.E., 3 mins

Moods of Surfing – I.T.E., 10 mins.

Morning on the Lieve – N.F.B. (Lampman, poem), 13 mins. (AVSB Library)

Mosaic – N.F.B., 5 mins. (AVSB Library)

Notes on a Triangle – N.F.B., 5 mins. (AVSB Library)

Pas de Deux – N.F.B., 13 mins. (AVSB Library)

Political Dynamite – (W. O. Mitchell, short story) - N.F.B., 26 mins.

Red Kite, The – (Hugh Wood, short story) - 17 mins. (AVSB Library)

Sad Song of Yellow Skin – N.F.B., 50 mins.

Satan's Choice – (Feature Film)

Shadow of Time – I.T.E., 9 mins. (AVSB Library)

Snow – Marlin, 10 mins. (AVSB Library)

Starlight – I.T.E., 5 mins. (AVSB Library)

Test of Violence, A – V.E.V.A., 14 mins. (AVSB Library)

Thieving Magpie – V.E.V.A., 10 mins. (AVSB Library)

Time Is – McGraw-Hill, 28 mins. (AVSB Library)
Under the Sun – Government of Alberta, 27 mins. (AVSB Library)
Very Nice, Very Nice – N.F.B., 7 mins. (AVSB Library)
Walking

SUGGESTED RESOURCES AND EQUIPMENT

FILM CATALOGUES

1. National Film Board Catalogue
2. Canfilm Catalogue
- order from Canfilm
522 - 11 Avenue S.W.
Calgary 3, Alberta
3. Instructional Materials Center

EQUIPMENT

1. 16 MM projector
2. Super 8 projector
3. Super 8 camera, editor, splicer
4. Audio tape recorder and record player
5. Art supplies and other Audio Visual equipment as required

RESOURCE KIT

Visualize. New Dayton, Ohio: P. Flaum
 A Multimedia Kit consisting of Teacher's Guide, Student Handbooks, Super 8 film, package of still pictures and Resource Book "Exploring The Film". Sample Kit - \$14.20. Extra Student Manuals - \$1.35. Extra copies of Resource Book - \$3.55. Available through Maclean-Hunter, Toronto.

SUGGESTED REFERENCES

Brown, Roland G.	<i>A Bookless Curriculum</i>	
Dayton, Ohio: Pflaum/Standard	1972	\$4.40

What do you do with the unmotivated student of English who either can't read or won't read and sees no point in trying? *A Bookless Curriculum* is a report of an attempt to assist such students to change their attitudes towards English by involving them in film study. The skill objectives of the course include improvement in oral communication and the ability to analyze the media in class discussion. The approach and methods were similar to those identified by Jack McFettridge¹ in the development of the *Multi-media Response Kit*. The book is a very useful source of ideas for using film to teach values, for relating film to literature by theme rather than using the moving image version of a literary work, and for step by step descriptions of creative student projects.

The films and units are organized thematically. Strategies include reading selected works to the students and class production of film, sound slide sets and video tape sequences. Many of the suggested 16mm titles are available from the AVSB. The feature film titles discussed could be rented, or shorter titles with similar themes could be used as alternatives. The implementation methods and questioning techniques will be of value to teachers in areas other than film study.

It is too bad that Brown chose to label the method as one appropriate for slow learners. The book outlines a powerful design for involving students regardless of ability level.

¹McFettridge, Jack. *Multi-media Response Kit*. University of Alberta, 1972.

Gaskill, Arthur and David Englander. *How to Shoot a Movie Story, Technique of Pictorial Continuity*

Hastings-on-Hudson, New York: Morgan and Morgan, Inc. Publishers
Third Edition, Rev., 1969 \$2.50 135pp
(Paperback, photographs)

A useful student reference. It contains detailed information about the basic grammar of film, shots, angles, sequence camera movement and editing. The relationship of these elements to the effectiveness of film is as important to the understanding of the power of the medium as it is to the organization of production activities. No more than one or two per class will be needed.

Holter, Patra. *Photography Without a Camera*
Scarborough, Ontario: Van Nostrand Reinhold Company 1972 \$9.95

Photography Without a Camera is a guide to an interdisciplinary activity involving art, grams. Explicit directions are given on how to create abstract and realistic designs using photographic chemicals and light sensitive papers. Photography of this nature gives a teacher the opportunity to open up for his students a new world of perceptual awareness as well as enabling the students to acquire basic knowledge of photographic processes. The creation of photograms is simple enough that kindergarten and elementary students can produce unique and satisfying designs in sunlight. At another level of sophistication it can involve high school students working in the darkroom with very complex processes.

Photography without a camera is a guide to an interdisciplinary activity involving art, perception, visual literacy and graphic arts.

The appendix lists useful equipment, types of light sensitive paper with comparative costs, and film types.

Pincus, Edward *Guide to Filmmaking*
New York: New American Library Inc. (Signet) \$1.50 256pp

(Paperback, photographs and drawings. A teacher and student reference if the production option is undertaken.)

A very complete source of technical information covering film types, cameras, various kinds of ancillary equipment, lens, lighting, shooting, editing, sound recording, and film care. The book has a detailed index, depth-of-field charts, and provides easily accessible answers to the many questions that arise during the planning of film production.

Smallman, Kirk. *Creative Film-Making*
Galt, Ontario: Collier MacMillan 1969

Smallman calls it "A concise introduction to the fundamentals of film-making and how they can be employed for personal cinematic expression at little expense . . ." Excellent.

Sohn, David.A. *Film: The Creative Eye*
Dayton, Ohio: George A. Pflaum 1970

(Paperback. Profusely illustrated with shots from the films discussed. Vocabulary is grade twelve level and above but the two column format, the briefness of the annotations and the creator's descriptions of how the films were made compensate.)

The text is organized around the thesis that "Observation and creativity are crucial concerns of a relevant education and consequently stimulate academic performance". The film discussions are grouped under four subsets of this thesis: The Searching Eye; The Precise Eye; The Inventive Eye; and The Sensitive Eye. Through the development of these facets of observation the student learns to cope with the shaping powers of the mass media. All films discussed in the text are easily available through the Audio Visual Services Branch or rental.

TEACHER REFERENCES

Goldman, Frederick and Linda R. Burnett *Need Johnny Read?*
Dayton, Ohio: Pflaum 1971 \$5.00

(Paperback, illustrated with shots from films. A significant teacher reference.)

A rationale for teaching with film and for film courses in the schools. The multisensory nature of film experience is a natural and powerful stimulus to creative writing. In part two, film is discussed in terms of its elements, such as visuals, sound, acting and narrative. Suggested film titles are easily available on a loan or rental basis. Chapters tracing the development and contributions of the other electronic media are also included.

Huss, Roy and Norma Silverstein. *The Film Experience, Elements of Motion Picture Art*
New York: Dell Publishing Company Inc. 1968 \$2.35 172pp

(Paperback, illustrated with shots from feature films, grade twelve or college reading level)

Katz, John Stuart.

A Curriculum in Film

Toronto, Ontario: Institute for Studies in Education, Curriculum Series No. 13

1972

130 pp.

(Paperback, illustrated with shots from films, aimed at teachers, glossary, bibliography)

A practical approach to film study of both short and feature length films with both analysis of the films and suggested related questions and production activities. A basic chapter on understanding the film medium is included.

Ontario Institute for Studies in Education. *The Uses of Film in the Teaching of English - Report of the English Study Committee, Office of Field Development, Curriculum Series No. 8*

Toronto: Ontario Institute for Studies in Education

1971

162 pp.

(Paperback, drawings, college level approach, French and English bibliography, appendix of films discussed)

A useful teacher reference for teaching of film in English and Language Arts at all grade levels. The films discussed are easily obtainable in Alberta by loan or rental and include a large number of Canadian titles.

Samuels, Charles Thomas.

A Casebook on Film

New York: Van Nostrand Reinhold Company

1970

\$3.90

250 pp.

(Paperback, a teacher resource, glossary, bibliography, periodical listing)

A collection of articles concerning various dimensions of the cinema grouped under Form, Making Films, Perspectives for Criticism and Theory Applied. The "Casebook" is written at a college level but provides a useful approach for the study of the medium and provides background for teachers wishing a deeper appreciation of film art.

Other References

Booth, David, Robert Barton and Douglas Young. *Film*. Don Mills, Ontario: Longman Canada Limited, 1972.

Paperback; illustrated with photographs, cartoons and drawings; 138 pp.; \$2.75.

* Byars and Hall. *This Book is About Communication*:
McGraw-Hill Ryerson, 1970.

Scarborough, Ontario:

Feyen, Sharon and Donald Wigal (eds.) *Screen Experience: An Approach to Film*.
Dayton, Ohio, Pflaum.

Paperback, illustrations, annotated filmography, annotated bibliography, recommended list of periodicals, glossary of film grammars, 272 pp.

Jacobs, Lewis. *The Movies as Medium*. New York: Farrar, Straus and Giroux, 1970.
A useful collection of essays by filmmakers and critics.

Johnson, William (ed.). *Focus on the Science Fiction Film*. Englewood Cliffs, New Jersey: Prentice-Hall, 1972. \$2.75.

Lindgren, Ernest. *The Art of the Film*. Second Edition. London: George Allen and Unwin Ltd., 1963.

Paperback, college level, illustrated with shots from feature films, detailed glossary, selected bibliography, 258 pp.

Slade, Mark. *Language of Change*. Toronto: Holt, Rinehart and Winston, 1970.

Warshaw, Robert. *The Immediate Experience, Movies, Comics, Theatre and Other Aspects of Popular Culture*. New York: Atheneum, 1970.

Periodicals

English Journal — often includes articles on teaching film courses.

Media and Methods — contains useful articles on film, filmmaking, and filmmakers

THE HOW, WHAT AND WHY OF WRITING

Description of Module

This module aims at developing necessary skills and mastery of the English language. Through motivation, instruction, demonstration and practice the module will enable the student to write clearly and effectively, to generate a variety of structures, to gain a sense of artistic unity, and to develop a successful individual style. Better spelling, a broadened vocabulary, and correct usage are among the desirable end products; but the implication is such that the development and improvement should be included at every opportunity.

Credit Value

Part A	WRITING	3 credits
Part B	THE RESEARCH PAPER	3 credits

Content of Module

Part A WRITING

I. SURVEY

1. Diagnosis of student's strengths and weaknesses so that each may progress beyond his present level.
 - a. Samples of work at beginning of year with periodic checks
 - b. Teacher-pupil conferences
2. Students may require some 'input' before writing. Ideas and motivation may be provided by the following:
 - a. Reading
 - b. Discussing
 - c. Illustrating.

II. STYLE: THE HOW OF WRITING

The personality is reflected in the manner in which he uses the following:

1. Structure
 - a. Words
 - i. Affixes and roots
 - ii. Connotative and denotative language
 - iii. Literal and figurative language
 - b. Sentences
 - i. Kinds
 - ii. Purposes
 - iii. Varieties in length and type

- c. Paragraphs
 - i. Topic sentences
 - ii. Concluding sentences
 - iii. Methods of development include analogy, cause and effect, inductive and deductive reasoning, authority, restatement, reasons, examples, compare and contrast, classification and definition.
- 2. Diction
 - a. Elementary clues of diction

Words not only connote shades of meaning but also contain clues to the personality, intention, attitude, educational and occupational status of the writer as well as clues of time and locale.
 - b. Types of language
 - i. Standard and non-standard
 - ii. Formal and informal
 - iii. Archaic or obsolete
 - iv. Regional: Dialects, localisms
 - v. Stylistic: common, technical, literary, general, specific, concrete, abstract, simple, pretentious
- 3. Technique

Unity, coherence and emphasis may be achieved by the following:

 - a. Appropriate, vivid diction
 - b. Accurate, varied sentence usage
 - c. Colorful figures of speech
 - d. Interesting sensory impressions

III. TYPES OF WRITING

- 1. Description
 - a. Observation
 - i. Person
 - ii. Place
 - iii. Situation
 - b. Point of View
 - i. Physical
 - ii. Emotional
 - iii. Mental (1st person, omniscient, limited omniscient, objective)
 - c. Order
 - i. Topical
 - ii. Numerical
 - iii. Alphabetical
 - iv. Chronological
 - v. Logical
 - vi. Spatial
 - vii. Linear

2. Narration
 - a. Objective narrative e.g., short story, essay
 - b. Subjective narrative e.g., personal letter, diary or journal, monologue, dialogue.
3. Exposition
 - a. Advertisements
 - b. Editorials
 - c. Directions
 - d. Reports and memoranda
 - e. Essays
4. Argument and persuasion
 - a. Briefs
 - b. Editorials
 - c. Essays
 - d. Dialogues
 - e. Letters to the editor

Part B THE RESEARCH PAPER

- I. CHOOSE A TOPIC
- II. REFINE AND DELIMIT TOPIC
- III. FIND AND RECORD SOURCES
 1. Library card catalogue
 2. Periodical indexes
 3. Newspaper and pamphlet indexes
 4. Specialized indexes
 5. Reference books
- IV. READ AND CONDENSE MATERIAL
 1. Notes
 2. Paraphrase
 3. Direct quotation with omission
 4. Summary
 5. Precis
- V. ORGANIZE, SORT AND SELECT MATERIAL
 1. Thesis statement
 2. Outline supporting details
 - a. Scratch outline
 - b. Formal outline
- VI. WRITE THE PAPER
 1. Prepare first draft
 2. Revise: analyze, reorganize, unify, proofread and edit material

VII. DOCUMENT REFERENCES

1. Footnotes
2. Bibliography

SUGGESTED REFERENCES

Brooks, C. and R. P. Warren *Discourse: Purposes and Problems*
Don Mills: Longman Canada Limited 1967

This book deals with the principles involved in practical, day-to-day writing. The material is so organized as to proceed from the simple elements of sentencng and paragraphing, to elements of diction, including formal and informal and colloquial, to metaphor and tone. Finally, considered in the overall function of discourse are the areas of symbols, social feelings, social control and the language of literature.

Gutteridge, Don. *Language and Expression – A Modern Approach*
Toronto: McClelland and Stewart 1970

The author is guided by the belief that good writing is measured by its effectiveness and suitability. Questions of a grammatical nature are raised as an integral part of the rhetorical study of models. Letters, magazine articles, journals, myths, fables, tales for children, comic strips, excerpts from novels, plays, short stories and poems – are all viewed from the model perspectives.

Robinson, B. *12 Steps to Effective Writing*
Scarborough, Ontario: McGraw-Hill Ryerson 1963

This book presents twelve principles fundamental to the skill of writing clear English. The book contains nothing new but the method presentation is at least refreshing. Several of the principles include: Writing specifically, correct use of comma and verb forms, clear pronoun references, and careful use of connectives and positive, active verbs.

Recommended

- * Altick, R. *Diction and Style in Writing*
Toronto: Holt, Rinehart and Winston, 1967
- * Macleish and Glorfeld *The Dictionary and Usage*
Toronto: Holt, Rinehart and Winston, 1968
- * Moore, R. *The Research Paper*
Toronto: Holt, Rinehart and Winston, 1967
- * Stageberg and Anderson. *Readings on Semantics*
Toronto: Holt, Rinehart and Winston 1967
- * Vance and Milne. *Folios for Writers*
Toronto: Clarke, Irwin and Company, 1969
- * Wheeler, P. *Adventures with Words*
Toronto: Holt, Rinehart and Winston, 1969

JOURNALISM

Description of Module

Students will study the composition of print news media to develop standards which will enable them to be more knowledgeable and discriminating, and which will provide them with the opportunity to explore their own journalistic skills.

Credit Value

Part A	JOURNALISM	3 credits
Part B	THE MAGAZINE	3 credits

Content of Module

Part A JOURNALISM

I. THE HISTORY OF JOURNALISM

1. Areas of Study
 - a. The beginnings . . . cave drawings, stone tablets
 - b. The ancient . . . North and South Amerinds, Chinese, Indians, Egyptians
Greeks, Romans and others
 - c. The transitional period: Europeans, Arabs
 - d. The Modern . . . Europe, North America, Asia
 - e. The future: electronic, computerized, instant news

NOTE: Examine journalism in war and peace, in communist and capitalist states, in emerging and modern countries.

2. Suggested Activities
 - a. Write to newspapers asking for facsimiles of their early editions
 - b. Find examples in print of early beginnings.
 - c. Display examples of journalism from different parts of the world
 - d. Invite newspaper and magazine personnel to talk to the class on the history of journalism.
 - e. Obtain microfiche
 - f. Acquire a sample teletype printout and compare with a newspaper of the day

II. JOURNALISTIC WRITING

1. The Interview
 - a. Areas of Study
 - i. Techniques for interviewing
 - ii. Stories and features which are clearly the result of an interview with a reporter

- iii. Interview shows on radio and television
- b. Suggested Activities
 - i. Ask a columnist to talk to the class on how to conduct an interview
 - ii. Dramatize and write interviews with famous people of the past: e.g., Alexander the Great, Cleopatra, Julius Caesar, Eric the Red, Columbus, Napoleon
 - iii. Conduct interviews with people in different areas: e.g., sports, science, music, films, politics and so on.
 - iv. Interview prominent people in the community. Write up the interview. Display and pin up interesting comments gathered from the interview.

2. The News Story

- a. Areas of Study
 - i. Language and point of view
 - ii. Organization
 - iii. Leads
 - iv. Placement in newspaper
 - v. Copy preparation
 - vi. News service
- b. Suggested Activities
 - i. Write leads and news stories
 - ii. Visit a newspaper plant
 - iii. Invite reporters to speak to class

3. The Editorial

- a. Areas of Study
 - i. Types of editorials, e.g., laudatory, critical, informative, persuasive
 - ii. Techniques used to influence opinion, e.g. slant, bias, propaganda
 - iii. Responsibility to readers
 - iv. Editorial cartoon
 - v. Criteria for assessing editors.
- b. Suggested Activities
 - i. Study sensational and moderate editorials
 - ii. Practise writing editorials
 - iii. Draw a cartoon
 - iv. Write captions for cartoons
 - v. Interview local cartoonist
 - vi. Plan layout of editorial page
 - vii. Debate freedom of press
 - viii. Discuss ethics and responsible news reporting

4. The Feature Story

- a. Areas of Study
 - i. Types: style and content of feature stories
 - ii. Length, types of sentence and choice of words

- b. Suggested Activities
 - i. Research a feature story
 - ii. Write the story
 - iii. Interview a feature writer
- 5. The Regular Feature
 - a. Areas of Study
 - i. Selection of different types of feature columns, e.g. political, financial, sports, entertainment, gossip
 - ii. Styles of feature writers
 - b. Suggested Activities
 - i. Write and name a column in the student's area of interest
 - ii. Contribute a column to the school newspaper
 - iii. Write features for special interest pages
- 6. Advertising
 - a. Areas of Study
 - i. The laws governing advertising
 - ii. The techniques of good advertising in general
 - iii. The quality of advertising in local, provincial, national and international newspapers
 - iv. The different types of advertising carried by various magazines
 - v. Compare newspaper and magazine advertising
 - b. Suggested activities
 - i. Write classified ads for a local newspaper
 - ii. Design full page ads for a large department store
 - iii. Design ads to publicize Alberta
 - iv. Design ads to promote Canada internationally
 - v. Create ads promoting interplanetary travel
 - vi. Invite local ad men from the media to talk to the class
- 7. Photographic Journalism
 - a. Areas of study
 - i. History of photographic journalism
 - ii. Photographic techniques and their effects
 - iii. Composition in newspapers, magazines, advertisements
 - iv. Black and white photography
 - v. Color photography
 - vi. Photographic journalism of the future
 - b. Suggested activities
 - i. Take photographs
 - ii. Make a story sequence
 - iii. Experiment with different types of lenses and films
 - iv. Illustrate advertisements and stories
 - v. Invite a newspaper photographer to talk to class
 - vi. Visit a newspaper office to examine photographs coming over the wire system
 - vii. Explore interplanetary photography

Part B

THE MAGAZINE

Magazines constitute a large part of student reading. The written material is akin to newspaper journalism and should be studied under that section.

I. AREAS OF STUDY

1. History of the 19th century, 20th century, European, American, and the world.
2. Select a group of magazines and examine the various features, articles, serials, cartoons, and jokes.
3. Examine the advertisements by type and style in various magazines.
4. Find out what "target audience" means and examine how different magazines cater to different audiences.
5. Study slant, bias and prejudice
6. Research the purposes of magazines
7. Examine slick, pulp and quality magazines
8. Study the quality of literature used in a variety of magazines
9. Scrutinize the propaganda devices used
10. Look into the language of advertisements
11. Devise a set of criteria for magazine evaluation
12. Enquire into the distribution of magazines
13. Determine the proportions of ad to copy in different magazines
14. Analyze the influence of the magazine on the public in general and on the target audience in particular
15. Study the international coverage of an event
16. View and assess photographic journalism

II. SUGGESTED ACTIVITIES

1. Write to magazines requesting facsimiles of their early editions or the cover pages thereof
2. Make a collage or montage using a variety of covers of the same or different magazines
3. Write a variety of ads for different magazines

4. Compose a short article and slant it for acceptability by different magazines.
5. Write jokes for different magazines
6. Design a full page advertisement
7. Draw a cartoon
8. Write an ad which breaks the code of good advertising
9. Invite a feature writer to talk to your class
10. Undertake a photographic assignment

SUGGESTED LEARNING EXPERIENCES

To make the course practical and relevant as the work proceeds, students should be encouraged to sample the following:

1. Establish clipping files or scrapbooks of materials
2. Design layouts for school bulletin boards
3. Contribute to the local teen page as school reporters
4. Provide news, cartoons, features, photographs and editorials for the school newspaper.
5. Try free-lance reporting
6. Write to several well-known newspapers, such as the New York Times, the Toronto Globe and Mail and the Los Angeles Times requesting, several weeks in advance, a copy of a particular day's publication. (These copies are usually provided free to schools.) Compare the coverage of major events by the various papers.
7. Examine back files of Western Canadian newspapers available in, facsimile, microfiche, or microfilm form. Inexpensive readers are available.

SUGGESTED REFERENCES

Hartman, William and Kay Keefe *Activities for Journalism*

Toronto: Laidlow Brothers

(Flat paperback, contains numerous examples of written, pictorial and graphic journalism.)

Uses two-columned pages with examples, lined spaces and activities for group or class work. It confines itself to the newspaper and provides stories, editorials and advertisements.

McMaster, R. J.	<i>Now, The Newspaper</i>		
Don Mills: Longman Canada Ltd.	1972	\$3.60	165 pp.

(Flat paperback, contains numerous photographs and cartoons, high school reading level. Canadian)

A comprehensive book beginning with the history of newspapers through a variety of materials to a glossary of terms. It has numerous suggestions for discussion and written work and is highly recommended.

Miller, Carl G.	<i>Modern Journalism</i>		
Toronto: Holt, Rinehart and Winston	1955	\$6.15	467 pp.

(Hard cover, extensively illustrated with diagrams, charts and photographs, high school reading level)

Related to the whole field of journalism as practised by newspapers. It gives the student information on all aspects of the newspaper and would make a respectable and useful reference text for any class group.

Moyes, Norman B. and David Manning White	<i>Journalism in the Mass Media</i>	
Toronto: Ginn and Company		500 pp.

(Hard cover, illustrated)

A very comprehensive text covering mass communication, newspapers, magazines, books, advertising, the electronic media and the future of journalism in the mass media, packed with material and suggested activities. This book is an excellent reference.

Other References

Braithwaite, Max. *Servant or Master*. Agincourt, Ontario: The Book Society of Canada, 1968. Soft cover, 136 pages, illustrated with photographs and cartoons, high school reading level. Canadian.

Crowell, Alfred A. *Creative News Editing*. Don Mills: Burns and MacEachern, Ltd., 1967. Flat hard cover, 212 pages, many photographs, charts and diagrams, high school reading level, \$7.15.

Hunt, Todd. *Reviewing for the Mass Media*. Philadelphia: Chilton Co. 1972. \$7.95.

Presson, Hazel. *The Student Journalist and News Reporting*. Don Mills: Burns and MacEachern, Ltd., 1966. Hard cover, 190 pages, contains photographs and diagrams, easy high school reading level, \$4.78.

Reddick, De Witt C. *Journalism and The School Paper*. Toronto. D. C. Heath and Co., 1963, fifth edition. Hard cover, 437 pages, illustrated with photographs and charts, high school reading level.

Magazines

Atlas (Best articles from the world press)
Subscription Department
Box 2550
Boulder, Colorado 80302

Microfilm & Microfiche

Microfilm (roll) of Western Canadian Newspapers
West Canadian Graphic Industries
10546 - 114 Street
Edmonton, Alberta

Microfiche Clipping files from Western Canadian newspapers
West Canadian Graphic Industries
10546 - 114 Street
Edmonton, Alberta

Newspapers

USEFUL MATERIAL: Newspapers process free material for schools. This material is printed and packaged in a folder and is supplied (usually one copy only) to teachers on request.

LANGUAGE AS A MANIPULATIVE DEVICE

Description of Module

Students investigate the techniques used by various groups and the mass media to sell goods and ideas for the purpose of persuasion, power and for profit. The languages of books, magazines, newspapers, radio, television and cinema are studied. There is emphasis on the power these languages have in the formation and control of individuals and cultures. Students develop skills in meaningful communicating.

Credit Value

Part A	I CHARACTERISTICS OF MEDIA	
	II SELLING PRODUCTS	3 credits
	(prerequisite to Part B)	
Part B	I SELLING POLITICAL IDEAS	
	II SELLING CULTURAL IDEAS	
Parts A & B		6 credits

Content of Module

The content of the module is described in a series of questions. It is organized around four themes.

Part A

I. CHARACTERISTICS OF MEDIA

1. To what extent are the media influential in shaping the opinions, values and attitudes of audiences?
2. How do the media differ in their treatments of a particular event or idea?
3. What are the differences in methods, levels and purposes of the various media?
4. To what kinds of pressures are the different media subjected?
5. What is revealed about the functions, purposes and audiences of different magazines when their tables of content are compared?
6. How do the media tend to stereotype?
7. How much choice of entertainment is offered a person if he is able to receive several different radio stations or T.V. channels?
8. If each of the mass media speaks in a "different language", how do they

contrast in terms of audience contact and what the audience notices?

9. What is the difference in the purposes of printed and spoken languages, theatre and cinema, cinema and television?
10. What is the difference in audience contact between printed and spoken languages, between theatre and cinema, between cinema and television?
11. What does Marshal McLuhan mean by the 'hot' and 'cold' natures of the media?
12. It is reported that some women kneel before the television set to kiss the announcer good-night. What does this reveal about the effect of television on the individual?

II. SELLING PRODUCTS

1. What is the purpose and effect of motivational research?
2. To what extent does advertising create demand?
3. What is the influence of advertising on the sales of specified products?
4. How is language manipulated for the purpose of selling?
5. To what needs and prejudices of individuals do advertisers appeal?
6. To what extent do governments place controls on advertising?
7. To what extent do the media impose advertising regulations on themselves?
8. What have been the patterns of some successful advertising campaigns?
9. To what extent do advertisers attempt to obtain prime time or priority space on radio and television and in newspapers and magazines? How does priority time advertising compare with advertising placed at other times?
10. What are the qualities of good advertising?
11. How does advertising affect the economy of a nation?
12. What is the importance of advertising to industry?
13. How do advertisers reach discriminating people with 'disposable income'?
14. How does the labelling of a product affect its sales?

Part B

I. SELLING POLITICAL IDEAS

1. What techniques are used by political parties to win an election?
2. How are political ideas conveyed 'between the lines' of a newspaper, radio or television presentation?
3. To what human needs and prejudices does a politician try to appeal?
4. How do words, in political presentations, tend to lose their meanings or at least to change their meanings?
5. What rhetorical devices are used in speech-making?
6. How is the political image of a politician built?
7. How do governments maintain themselves through
the use of press releases
the use of clipping services
identifying themselves with progress?
8. What are the ties between the media and those who support the status quo?
9. What is the nature of the modern political convention?
10. What effect has T.V. had on political campaigning?
11. Do people vote for policies or for the image the politician presents?
12. As the mass media increase in influence, how will political campaigns likely change?

II. SELLING CULTURAL IDEAS

1. To what extent does a popular, mass media figure become a representative of the culture and then a model for the members of the culture to follow?
2. How do public figures promote themselves?
3. How do the mass media promote the idea of patriotism and 'nation'?
4. How do the mass media promote an homogeneous society, speaking, acting, and thinking in one manner?
5. How do the mass media promote the status quo?
6. Do the mass media promote (or demote) Canadian culture?

7. What is the place of protocol in government and society?
8. Does the individual receive a self-image from the mass media? What different kind of self-image might he receive?
9. How are groups like the Beatles promoted to become popular institutions?
10. What is the image of the family promoted by the mass media? To what extent is it an accurate image?
11. What changes are taking place in the form, content and purpose of movies? How do these changes reflect changes in society, personal relationships and morals?
12. To what extent do the styles of the popular musicians and their music affect or reflect changes in society?
13. Are modern popular protest songs honest and meaningful?
14. What is the degree of realism in the treatment of 'love' by the mass media?

SUGGESTED ACTIVITIES

As far as possible an enquiry approach involving students' research, small group discussions, written and oral reports is recommended. The school itself can be used as the springboard from which the activities rise. For example, one of the first activities might be to plan and execute an advertising campaign to promote some school event or some attitude among students.

1. Planning and executing an advertising campaign.
2. Planning and executing a political campaign
3. Writing, taping and video taping of advertising or persuasive speeches
4. Writing advertising copy for the school paper
5. Interviewing advertising specialists
6. Researching
7. Writing
8. Preparing oral presentations

SUGGESTED REFERENCES

Born, Thomas. *Understanding Language Series (American)*
 Middleton, Conn.: Educational Publications (Xerox), 1969
 (35 to 40 pages each, 50 cents each)
 Book 1: *The Magic of Words*
 Book 2: *How Words Use You*

Book 3: *The Impact of Words*

Book 4: *Levels of Meanings*

These are very easy to read, well illustrated, printed on newsprint and in magazine format.

- * Bryars and Hall. *This Book is About Communication*
Scarborough, Ontario: McGraw-Hill Ryerson 1971
- * Gordon, Donald R. *Language, Logic and the Mass Media*
Toronto: Holt, Rinehart and Winston of Canada Ltd., 1966
- * Irving, John A. *Mass Media in Canada*
Scarborough, Ontario: McGraw-Hill Ryerson, 1962
- * McCarthy, Brian V., *Canadian Perspectives, Goin' Down the Road*
Toronto: Holt, Rinehart and Winston of Canada Ltd. (100 pp. \$1.00)

This is an analysis of the reporting of contemporary Canadian problems in magazine format.
- * Repath, Austin. *Mass Media and You*
Don Mills: Longman Canada Limited, 1966
- * Teringo and Sweet. *The Mind Benders*
Toronto: Board of Christian Education, The United Church of Canada, 1969
- * Weber, Kenneth, *Prose of Relevance* (Books 1 and 2)
Agincourt, Ontario: Methuen, 1971

Other References

- * Braithwaite, M. *Servant or Master?*
Agincourt, Ontario: The Book Society of Canada, 1968
- * Casty, Alan. *Mass Media and Mass Man*
Toronto: Holt, Rinehart and Winston, 1968
- * Christ, Henry I. *Discovering Language, Book 6* (Chapter 8)
Lexington, Mass.: D.C. Heath and Company, 1969
- * Dougherty, Pearce, Threnton. *Language in Use* (Schools Council Project)
London: Edward Arnold, 1971
- * Hancock, Alan. *Communication, Concept Books 12*
London: Heineman Educational Books, 1970 (Scarborough, Belhaven House)
- * McLuhan, Marshal. *Understanding Media*
London: Sphere Books Ltd., 1964

Mills, C. Wright. *The Power Elite*
Don Mills, Ontario: Oxford University Press, 1956

Mot, George Fox. *New Survey of Journalism*
New York: Barnes and Noble Inc. 1965

Nelson, Roy Paul. *The Design of Advertising*
Dubuque: Wm. C. Brown Company, 1967 (Don Mills: Burns and MacEachern)

Ogilvy, David. *Confessions of an Advertising Man*
New York: Ballantyne, 1972

* Postman, Neil. *Language and Reality*
Toronto: Holt, Rinehart and Winston Inc. 1966

* Scharback, Alexander. *Critical Reading and Writing*
Toronto: McGraw-Hill Ryerson, 1965

* Slade, Mark. *Language of Change*
Toronto: Holt, Rinehart and Winston of Canada Ltd., 1970

* Schneider, John L. *Reasoning and Argument*
Toronto: Holt, Rinehart and Winston, 1970

* Weinland, James D. *How to Think Straight*
Totowa, New Jersey: Littlefield, Adams and Co. 1963

Newspapers and Magazines

1. *Consumers' Research Magazine*
2. *Consumers' Report Magazine*
3. *Which Magazine*
4. *Hansard*
5. *Atlas Magazine* (for political propaganda techniques)
6. Newspapers, *Time*, *Newsweek*, and other magazines that carry advertising or articles on the media.

Other

1. The Canadian Code of Advertising Standards
2. Publicity materials from embassies of foreign governments in Ottawa
3. Public relations personnel from local firms
4. Newspaper, radio and television personnel
5. Material from *The Humanities Project*, London: Heinemann Educational Books Ltd., 1970

Three projects have been published: *War and Society*, *Education and The Family*. They contain pamphlets, pictures and reprints relative to their topics. Propaganda techniques are well illustrated.

Films

1. *Dreyfus Affair* – ITE (AVSB Library), 15 min.
2. *Smokescreen* – International Telefilm (AVSB Library), 9 min.
3. *The Question of Television Violence* – NFB, 49 min.
4. *Wheeler Dealer* – International Telefilm (AVSB Library), 5 min.
5. *Propaganda Message* – NFB (AVSB Library), 14 min.
6. *Where There's Smoke* – GLC (AVSB Library), 12 min.

LANGUAGE GROWTH

Description of Module

An effective communicator not only develops his abilities to send messages, but also studies how a variety of purposes and impacts are achieved. In doing so he does more than improve his use of the language; he becomes aware of choices in the ways his language can serve him. He discovers that "our language is neither static nor inert; it is a living, changing, growing organism that reflects the vigor, the versatility and the resourcefulness of the people who create it and adjust it to their purposes." ¹ "This module begins with contemporary idiom and moves to the past and to the future to look at the dynamic nature and the complexities of language to encourage a study of language and A LIVING WITH LANGUAGE.

1. Buxton, Earl. Looking at Language p. xvii

Credit Value

Any two parts	3 credits
Completed module (3 parts)	6 credits

Content of Module

Part A THE PRESENT

- I. LANGUAGE OF THE PRESENT GENERATION
 1. Slang
 - a. in vogue and outdated
 - b. advantages and disadvantages
 2. Language and fads
 3. Language of generations
- II. LEVELS OF LANGUAGE USAGE
 1. Diction labels
 - a. Standard, non-standard
 - b. Formal, informal
 - c. Archaic, obsolete
 - d. Regional, dialectical
 - e. Stylistic, common, technical, literary, general, specific, concrete, abstract, simple, pretentious
 2. Diction clues

Words not only connote shades of meaning but also contain clues to the

personality, intention, attitude, educational and occupational status of the writer as well as clues of time and locale.

3. Diction peculiarities
 - a. Anachronisms
 - b. Malapropisms
 - c. Spoonerisms
 - d. Puns
 - e. Acronyms

III. SPECIALIZED LANGUAGE DEVELOPMENT

1. Diplomacy
2. Sports and sporting events
3. Politics
4. Craftsmen, trades people, the business world and professions
5. The media
 - a. Radio and television broadcast
 - b. Newspaper reporting and press releases
6. Children
7. Advertising
8. Sub-cultures e.g. drug culture

SUGGESTED ACTIVITIES FOR PART A

1. Study political speeches and material used in a political campaign.
2. Correct letters containing errors.
3. Find and study examples of slang.
4. Compare the differences in letters written to a professional, an older relative and a close friend.
5. Examine words whose meanings have changed as they became more archaic. Have they become more narrow? More extended?
6. Make a collection of expressions which were common during the time your parents were growing up and compare them with those you use.
7. Study some popular expressions to examine the metaphors that are involved.

8. Compare the words used by a child and an adult to express his feelings in an identical situation.
9. Compare the key words, phrases and ideas used in famous political speeches throughout history.
10. Make a list of political or religious terms which need clarification in ordinary speech. Is construction of simple, workable definitions possible?

Part B

THE PAST

I. THE PROCESS OF COMMUNICATION

1. Sender
2. Receiver
3. Interference
4. Medium
5. Response

II. NON-VERBAL COMMUNICATION

1. Silent language
 - a. Time
 - b. Space
2. Body Language
 - a. Emotion
 - b. Gestures and signals
 - c. Facial expressions
 - d. Dance
 - e. Mime
3. Art forms
 - a. Painting
 - b. Music
 - c. Art
 - d. Sculpture
4. Symbols

III. VERBAL COMMUNICATION

1. Development of speech
2. Theories of language development
3. Development of alphabets

IV. PRINCIPLES OF GROWTH AND DEVELOPMENT WITHIN A LANGUAGE

1. Creation of new words, coining
2. Blends
3. Derivation from names and places
4. Compounding
5. Shortening or word economy
6. Slang and acronyms

V. FACTORS INFLUENCING THE GROWTH OF A NEW LANGUAGE

1. Region
2. Climate
3. Economy
4. Physical needs

VI. TIME AND ITS EFFECT ON A LANGUAGE

1. Elevation
2. Deterioration
3. Generalization
4. Abstraction

VII. LANGUAGE INTERACTIONS

1. Imitation
2. Borrowing

VIII. LANGUAGE FAMILIES

IX. EARLY LANGUAGE FORMS OF WRITTEN ENGLISH

1. Pre - 1066 (*Beowulf, Everyman*)
2. Post - 1066 (*Chaucer, Shakespeare*).

X. DIALECTICAL, REGIONAL AND GEOGRAPHICAL DEVELOPMENTS

SUGGESTED ACTIVITIES FOR PART B

1. Study changes within English via the Bible taking a passage such as the Lord's Prayer and examining the differences in the Old English gospels, Wycliffe's Middle English version, King James Version, Revised Standard Version and other modern versions.

2. Write a descriptive paragraph and look up the derivation of the words used and then rewrite the paragraph using only one of Latin, Old English or French words. Comment on the differences in syntax and style which result.
3. Examine a speech and an essay to illustrate differences between these two.
4. Read Rudyard Kipling's story of how the alphabet was formed. View and discuss the film *Alphabet* (N.F.B.)
5. Write a paragraph giving your version of the way one letter of the alphabet might have been formed. View and discuss the film *Korean Alphabet* (N.F.B.)
6. Examine the kinds of words that are basic to a language.
7. Study the regional or environmental effect on the language. Coastal regions need words for boat, sand and water. Eskimos have many different words for snow.
8. Select passages from texts in various disciplines or areas (medicine, cookery, law) and have students find the derivation of each word and mark the country of origin on a world map. Percentages can be calculated and explanations offered for the distribution.
9. Find clues for inflection of sounds found in English and other languages. To demonstrate arbitrary nature of sounds have students make up their own language.
10. Research unique kinds of communication
11. Compile lists of words that have become generalized or specialized in meaning.
12. View and discuss the film *Pas de Deux* (N.F.B.)
13. Listen to and discuss the record "*Our Changing Language*"
14. Read *Three Babies* by Joseph Church to compare language development in small children.

Part C

THE FUTURE

- I. TECHNOLOGY AND LANGUAGE
 1. Pre-Gutenberg
 2. Post-Gutenberg
 3. McLuhan's global village
- II. LANGUAGE PRODUCTS OF TECHNOLOGY

- III. THE DEVELOPMENT OF MODERN AGE COMMUNICATIONS AND ITS EFFECT ON LANGUAGE
 - 1. Electronic versus printed communication
 - 2. Computer languages
- IV. OBSOLESCENT AND DISAPPEARING LANGUAGE AND LANGUAGE SKILLS
- V. CULTURE AND LANGUAGE
- VI. NATIONAL LANGUAGE POLICIES
- VII. THE POWER OF LANGUAGE AND ITS MISUSE
 - 1. Control and manipulation
 - 2. Propaganda and brainwashing
- VIII. UNIVERSAL LANGUAGES
 - 1. Esperanto, Esperantido, Volapuk
 - 2. Obstacles to development and implementation
- IX. CHANGING LANGUAGE STANDARDS AND IDEAS OF CORRECTNESS
- X. TYPES OF GRAMMARS
 - 1. Traditional
 - 2. Transformational
 - 3. Structural
- XI. NEW DIMENSIONS AND DIRECTIONS OF LANGUAGE

SUGGESTED ACTIVITIES FOR PART C

- 1. Make a study of headlines. Examine what words are used to save space and consider the extent to which this technological necessity is affecting ordinary speech.
- 2. Consider a country inhabited by more than one national language group. Which words are likely to be borrowed by one language from another?
- 3. Compile a list of words added to English as the direct result of technological advances.
- 4. Consider the effects that a "Newspeak" language would have on our society. Refer to the appendix of George Orwell's *1984*.
- 5. Translate a passage of English into another language and reverse the process. What differences exist?

6. Discuss the similarity or difference between a language such as Esperanto and your own.
7. Determine how standards of usage and correctness are established.
8. Consider the effects of imposing or introducing the language of an industrialized society on a primitive culture.
9. Listen to and discuss the record, *Lord of the Rings*, by Tolkien (Caedmon Records)

SUGGESTED REFERENCES

Schlauch, Margaret. *A Gift of Language* (former title – *A Gift of Tongues*)
 New York: Dover Publications 1955

A scholarly reference presenting information and background to sounds and their alphabetic development, family relationships among and between language, word etymology, studies in semantics, grammar and the social aspects of language, class taboos and politics. Most useful are the appended sections of Bibliographic notes and a myriad of suggestions for in-depth explorations.

Shipley, Joseph T. *Dictionary of Word Origins*
 Don Mills, Ontario: Saunders of Toronto Ltd., 1970

From aardvark to zymurgy the author traces the fascinating etymological history of word curiosities. The reader will find of particular interest the appendices of word doublets and proper name origins.

Other References

* Altick, Richard. *Diction and Style in Writing*
 Toronto: Holt, Rinehart and Winston, 1967

Brewer, E. *Brewer's Dictionary of Phrase and Fable*
 New York: Harper and Row, 1972

* Christ, Henry I. *Discovering Language: Books 4, 5, 6*
 Toronto: D.C. Heath 1969

Funk, C. E. *Thereby Hangs a Tale: Stories of Curious Word Origins*
 New York: Harper and Row, 1950

Funk, C. E. *A Hog on Ice and Other Curious Expressions*
 New York: Harper and Row, 1948

Funk, C. E. *Horse Feathers and Other Curious Words*
 New York: Harper and Row, 1958

- Funk, Wilfred. *Word Origins and Their Romantic Stories*
New York: Funk and Wagnalls, 1950
- Garrison, Webb. *What's In a Word*
New York: Abingdon Press, 1965
- Hayakawa, S. I. *Language in Thought and Action*
Harcourt, Bruce Jovanovich, 1972 (Don Mills: Longman)
- Hall, Edward T. *The Silent Language*
Toronto: Doubleday
- Hornby, A. S. et al. *Advanced Learner's Dictionary of Current English*
Don Mills, Ontario: Oxford University Press
- Hudspeth and Sturtevant. *The World of Language*
Scarborough, Ontario: Van Nostrand Reinhold
- Laird, Charlton. *Thinking About Language*
Toronto: Holt, Rinehart and Winston, 1970
- * Macleish and Glorfeld. *The Dictionary and Usage*
Toronto: Holt, Rinehart and Winston
- Montagu, Ashley. *The Anatomy of Swearing*
Toronto: Macmillan, 1967
- Partridge, E. *Dictionary of Slang and Unconventional English - 6th Ed.*
Toronto: Macmillan
- Pei, Mario. *The Story of Language*
New York: Lippincott
- * Postman, Neil. *Language and Reality*
Toronto: Holt, Rinehart and Winston, 1969
- Sorel. *Word People*
Ontario: McGraw-Hill Ryerson, 1970
- * Stageberg and Anderson. *Readings on Semantics*
Toronto: Holt, Rinehart and Winston, 1967
- * Wheeler, Paul M. *Adventures with Words*
Toronto: Holt, Rinehart and Winston, 1969

Films, Filmstrips and Records

Focus on Language (record and filmstrip)

Available from: Eye Gate House, Inc.
146 - 01 Archer Avenue
Jamaica, N.Y.
11435

Canadian Agent
Central Scientific Co.
Clarkson, Ontario

PLAIN SPEAKING

Description of Module

Plain Speaking is a module designed to help the student who lacks confidence in his speaking ability to communicate effectively in both small and large groups. Throughout the course the student will have experiences in speaking in different situations and should improve both his speaking and listening skills.

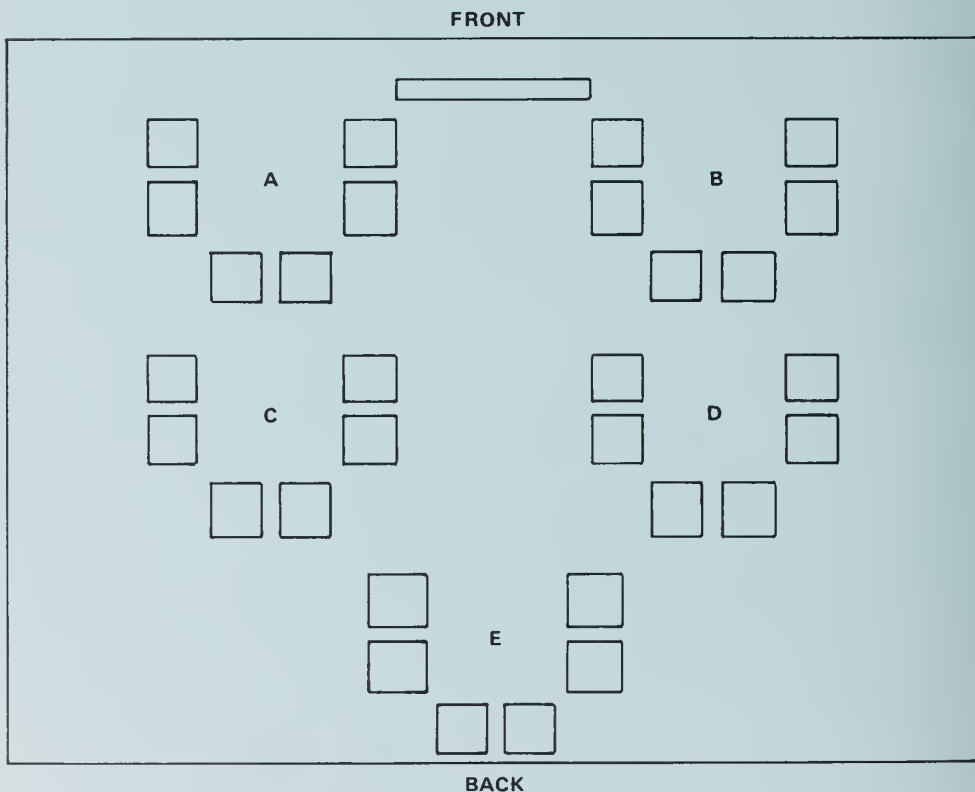
Credit Value

3 credits

Content of Module

I. SUGGESTED PRELIMINARY ACTIVITIES

1. To help put the students at ease, a series of "Ice-breakers" should be used. The following are suggestions:
 - a. Divide the class into pairs. Partners interview each other for three minutes and introduce one another to the class.
 - b. Group students for interaction. For example, on the first day set up a seating arrangement as illustrated in the diagram below.



- c. Assign students randomly to one of the groups. This type of arrangement provides for an easy flow from viewing or listening to interacting. In addition, students become more at ease with members of their peer group. Other arrangements can be set up according to need.
- d. Have each student rank twenty-five or more occupations in order of importance. Meet in small groups to attempt to arrive at a consensus.
- e. Devise simple conflict situations which students will use for improvisations.
 - i. A store refuses to accept a returned sweater.
 - ii. A policeman gives a traffic ticket to an innocent driver.
 Communicate through body language. Sit like an old lady at a bus stop, a child in the dentist's office, a student in the principal's office or a "swinger" waiting for a date.
2. Conduct a brainstorming session to choose topics for group discussion. Small groups discuss a topic and the chairman reports to the class.
3. Evaluate, in large group situation, the importance of group discussion, leadership functions, group dynamics and general speech problems.
4. Have students attempt to analyze their own speech skills and identify problems through the use of personal tapes, video tapes, check lists and, where possible, language labs.

II. THE ART OF CONVERSATION

It is recommended that the following activities be carried out in pairs or small groups:

1. Ask prepared and impromptu questions on the same subject.
2. Arrange informal talks with classmates, teachers or guests.
 - a. Consider the age, interests and attitudes of your partner
 - b. Tape conversations and replay them for discussion
 - c. Hold simulated telephone conversations
 - d. Try a variety of simulated conversations with students playing the roles of children, teachers or parents.
3. Develop critical listening skills using a variety of records and tape and, through discussion, assess their strength and weaknesses.
4. Recognize role playing in the following areas:
 - a. Extemporaneous drama
 - b. T.V. Situations
 - c. Radio Skits
 - d. Meetings
 - e. Interviews

III. SPEAKING WITH A PURPOSE

Emphasis should be put on the audience to be reached and the goal to be achieved.

1. Conduct an interview

2. Tell an anecdote
3. Give and receive instructions
4. Make an inquiry
5. Sell something
6. Report an incident
7. Persuade someone
8. Apply for a job
9. Evoke a response.

IV. SUGGESTED CULMINATING ACTIVITIES

1. Groups prepare and tape speeches, plays, panel shows and radio programs to be evaluated by the class.
2. Students arrange public discussions in the form of panels, symposiums, lecture forums and debates.

Check Lists¹

Language Use Checklist

Is your

1. vocabulary meaningful, appropriate, and simple?
2. language adapted to the particular audience?
3. vocabulary free of vulgar expressions?
4. syntax clear and usage correct?
5. language given beauty and interest through the use of figures of speech and imagery?
6. relationship with your audience aided by your language?
7. language free of such meaningless phrases as "See what I mean?" "Am I right?" "Now?"

Vocal Delivery Checklist

Do you

1. speak loudly enough to be heard by everyone?
2. speak distinctly enough to be understood by all?
3. use vocal variety to suit your meaning, mood and purpose?
4. use well-modulated and pleasant vocal qualities?
5. pronounce words correctly?
6. phrase your speaking so that it flows smoothly and evenly?
7. speak without such vocal mannerisms as using "er" and "ah", clearing the throat, etc.?

¹These checklists appear in *From Thought To Speech* by L. D. Hanks and M. P. Andersen. Copyright, 1969 by Raytheon Education Company. Reprinted by permission of the publishers.

Physical Behavior Checklist

Do you

1. take care in grooming, and dress appropriately for the occasion?
2. use meaningful and appropriate changes in facial expression?
3. use meaningful, complete, appropriate, and smoothly flowing gestures?
4. stand erect but not stiff?
5. maintain direct eye contact with all members of the audience?
6. indicate sincerity and confidence in your overall appearance?
7. maintain good platform behavior without such physical mannerisms as pacing, leaning on the lectern, pulling on objects of clothing?

SUGGESTED REFERENCES

Elson, E. F. and A. Peck. *The Art of Speaking*
Toronto: Ginn and Company 1970 602 pp.
(Third edition. Hard cover, illustrated with diagrams, cartoons, and photographs, high school reading level.)

A comprehensive text which discusses the value of speech and deals with conversation, speeches and debates, as well as speech skills for radio and television. Many exercises and activities are included.

Gulley, Halbert E. and Phillips R. Biddle. *Essentials of Group Discussion*
Toronto: Holt, Rinehart & Winston 1969 81 pp.
(Aspects of English Series. Soft cover, not illustrated, grade twelve or college reading level.)

This booklet is concerned with effective communication in the framework of purposeful discussion and contains suggested exercises and activities.

Holm, James N. *Tested Methods of Teaching Speech.*
Portland, Main: J. Weston Walch 1962 \$3.50
(Flat paperback. Teacher reference.)

The first four chapters of *Tested Methods of Teaching Speech* will be of varying interest to the teacher. The last chapter, however, "Tested Classroom Activities" is a veritable treasure chest of "success" activities, gathered from innumerable teachers. This is a very readable teacher reference.

Other References

Hanks, L. Day and Martin P. Andersen, *From Thought to Speech*.

Toronto: D.C. Heath and Company, 1969. Hard cover, 497 pages, illustrated with photographs, cartoons, charts and diagrams, high school reading level. A teacher's edition is available.

Irwin, John V. and Marjorie Rosenberger. *Preparing and Presenting a Speech*

Toronto: Holt, Rinehart and Winston, 1961. Soft cover flat paperback, 173 pages, illustrated with photographs and cartoons, high school reading level.

Speckeen, Frederick J. and Ralph Towne. *Speech Arts — An Introduction*

Don Mills, Ontario: Thomas Nelson and Sons (Canada) Ltd. Hard cover, 234 pages, illustrated with photographs, charts and diagrams, high school reading level.

Records

Spoken English. Scott Foresman (Gage and Co.)

Film

How to Conduct a Discussion (23 mins.) N.F.B.

University of Alberta Film Library

Tape

Listening is Good Business Ralph Nicholls

A.V. Branch

Department of Education

PURPOSEFUL SPEAKING

Description of Module

This module is designed for the student who has an interest in expressing his ideas clearly and effectively in public. He will study some of the principles of logic, listen to speakers and learn the most effective way to prepare and present his own speeches.

Credit Value

3 credits

Content of Module

- I. LISTEN TO A VARIETY OF TAPED AND RECORDED SPEECHES AND DISCUSS THEM IN CLASS.
- II. ANALYZE PERSONAL SPEECH SKILLS
 1. Record student's speeches on tape
 2. Discuss strengths and weaknesses
- III. STUDY LOGIC
 1. Introduce the study of logic
 2. Employ techniques of reasoning and argument
 3. Examine critical and analytical thinking

N.B. Class sets of the following booklets are suggested:
Reasoning and Argument — John L. Schneider
Logic and Critical Reasoning — Lionel Ruby
The Mind Benders — Teringo and Sweet
also see references at end of module
- IV. PREPARE SEVERAL SPEECHES ON ONE TOPIC TO BE GIVEN TO A VARIETY OF AUDIENCES, e.g. SCHOOL CHILDREN, TEENAGERS, TEACHERS, BUSINESSMEN AND FARMERS.
- V. PRESENT SPEECHES FOR A VARIETY OF OCCASIONS
 1. Formal
 - a. Assemblies
 - b. Special occasions
 - c. Public addresses
 2. Informal Talks
 - a. Hyde Park situations
 - b. Impromptu speeches
 - c. Chairing and speaking to a meeting
 - d. Town meetings
 - e. Toastmaster

SUGGESTED ACTIVITIES

1. Formal Deliberation
 - a. Debates
 - b. Mock elections
 - c. Model parliament
 - d. Model UN assemblies.
2. Court Room Procedures
 - a. Briefs
 - b. Mock trials
 - c. Jury deliberations
3. Radio and Television Techniques
 - a. Commercials
 - b. Announcements
 - c. Panel discussions
 - d. Interviews
 - e. Speeches.
4. Forums and Panels

Activities should include, where possible, visits to courts, sessions of legislature, council meetings, school board meetings and political meetings. Attendance at debates, plays and other relevant events should be encouraged.

SUGGESTED REFERENCES

Fort, Lyman N. and Edward E. Markert *Speech for All*. Second edition.

Toronto: Macmillan of Canada 1966 \$6.65 306 pp.

(Hard cover, contains photographs, diagrams, cartoons, high school reading level)

Speech for All deals with speech production, criticism, and formal quality of speeches. Section II appraises the quality of speeches and discusses critical thinking and false reasoning. Debate, drama and parliamentary procedures are explained in Section III. Many exercises and activities are included.

Keys, Kenneth S. Jr.

How To Develop Your Thinking Ability.

Scarborough, Ontario: McGraw-Hill Ryerson 1950

\$2.25

246 pp.

(Paperback, excellent cartoon illustrations, high school reading level.)

This book deals with the subject of logic positively rather than negatively by giving "rules" to apply instead of pointing out fallacies. Each rule is imaginative and illustrated extensively with clear examples and hilarious cartoons. The students find the book

fascinating to thumb through and enjoyable to read. It is not a "text" book but, based on the examples and illustrations contained in the book, the teacher can easily create individual and class activities to assist the student in applying the rules.

Robinson, Karl F. and Charlotte Lee. *Speech in Action*

Scott, Foresman. Agincourt, Ontario: Gage 1965 505 pp.

(Hard cover, contains diagrams and photographs, high school reading level.)

Speech in Action is an excellent text that presents all aspects of the speech course from informal speaking and listening skills to specialized forms of discussion, parliamentary procedure, debate and drama. It also acquaints the student with areas of radio and television and contains numerous exercises and activities.

* Schneider, John L. *Reasoning and Argument*

Toronto: Holt, Rinehart and Winston, Inc. 1967 73 pp.

(Aspects of English Series. Soft cover, illustrated with cartoons, easy high school reading level.)

Other References

Farley, Maurice. *Public Speaking*

Don Mills, Ontario: Burns & MacEachern Ltd.

Hanks, L. Day and Martin P. Andersen. *From Thought to Speech*.

Toronto: D. C. Heath and Company, 1969. Hard cover, 497 pages, illustrated with photographs, cartoons, charts and diagrams, high school reading level. A teacher's edition is available.

McBurney, James H. and Ernest J. Wrage. *Guide to Good Speech*.

Scarborough, Ontario: Prentice-Hall Inc., 1965, third edition. Hard cover, 339 pages, illustrated with diagrams and charts, high school reading level.

* Ruby, Lionel. *Logic and Critical Thinking*

Toronto: Holt, Rinehart & Winston, Inc. 1970. Aspects of English series. Soft cover, 84 pages, some diagrams. High school reading level.

* Teringo, J. Robert and Robert J. Sweet. *The Mind Benders*

Scarborough, Ontario: McGraw-Hill Ryerson, 1970. Paperback, 96 pages, many photographs and diagrams. Easy high school reading level. \$1.50.

RADIO

Description of Module

Students interested in learning the skills of radio broadcasting, the principles and practices of producing, directing and writing of programs will find this an exciting module. The module will familiarize students with the important role of radio in mass communication through an analysis of their programs and their audiences.

The student will become familiar with terminology and basic equipment. How equipment and technique affect the writer and the audience will also be studied. Scripts of various radio programs will be analyzed. Students will be given opportunities for individual expression in writing programs for specific listeners.

As a culminating activity students will produce and direct their own programs for different groups.

Credit Value

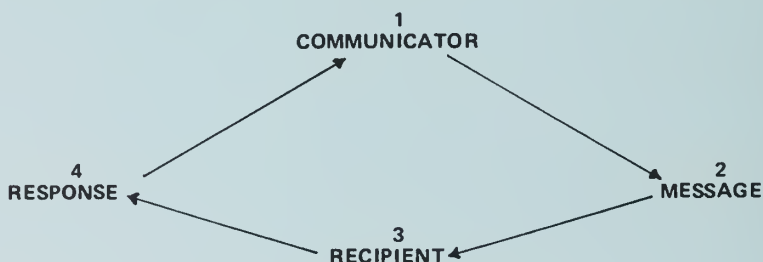
3 credits

Content of Module

I. RADIO AND CULTURE

Radio is a pervasive medium attempting to attract minority groups as well as majority ones. Most radio stations have specific audiences in mind when they broadcast. Therefore, it is important to study who listens to what programs and stations, where, when, and why.

A model of how communication occurs might be constructed as follows:



Students should examine each of the model's four phases.

1. Who listens?
 - a. Children
 - b. Teenagers
 - c. Housewives
 - d. Blue and white collar workers
 - e. Others

2. To what programs and stations?
 - a. Content and appeal
 - b. Personalities (disc jockey, news announcer, sports announcer)
 - c. AM, FM
3. Where? When?
 - a. Home
 - b. Work
 - c. School
 - d. Car
4. Why?
 - a. Education
 - b. Information
 - c. Entertainment
 - d. Diversion
 - e. Companionship

II. THE NATURE OF SOUND

1. Kinds
 - a. Music
 - b. Spoken word
 - c. Other
2. Characteristics
 - a. Pitch
 - b. Volume
 - c. Quality
3. Uses
 - a. Set a scene
 - b. Create a mood
 - c. Set a pace
 - d. Establish time
 - e. Show transition

III. STATION ORGANIZATION

1. Studio arrangements
2. Personnel
 - a. Support staff
 - b. Personalities

IV. PROGRAMMING

This section studies more carefully the scripts and programming techniques used in radio studios.

1. Studio Techniques
 - a. Terminology (See Taylor's *Radio Drama*)
 - b. Hand signals
 - c. Sound effects

2. Commercials
 - a. Types
 - i. Straight, hard, soft, social sell
 - ii. Educational testimonial
 - iii. Musical
 - iv. Dramatized
 - b. Appeal
 - i. Emotional
 - ii. Logical
 - iii. Psychological
 - c. Audience
 - i. Income
 - ii. Education
 - iii. Age
 - iv. Sex
 - d. Format
 - i. Attention
 - ii. Interest
 - iii. Desire
 - iv. Action
3. Dramatic Scripts
 - a. Programming
 - i. Anthology i.e. Each program is a separate and distinct drama
 - ii. Series i.e. Character is the same; complete each week
 - iii. Serial i.e. story continues from week to week
 - b. Types
 - i. Western
 - ii. Adventure
 - iii. Crime
 - iv. Fantasy
 - v. Biographical
 - vi. Historical
4. Newscasts
 - a. Local, national, international, topical, geographical
 - b. Mini-news
 - c. In-depth analysis
 - d. Press conferences
 - e. Panel interviews
5. Documentaries
 - a. Dramatization of man's attitude to certain elements in society
 - b. Presentation of problems and possible solutions
 - c. Presentation of factual information without special attitudes or views expressed or solicited
6. Variety Programs

7. Discussion Programs
 - a. Structured e.g., symposium, panel, quiz
 - b. Unstructured e.g., audience participation, sports report
 - c. Interview (structured and unstructured) e.g., opinion, information, personality, combination
8. Special Events
 - a. Sports
 - b. Politics
 - c. On the spot

V. EVOLUTION OF RADIO

1. Development in Canada
 - a. Use and effect of propaganda and advertising in the past, present and future.
 - b. Function in entertainment and education in the past, present and future.
2. Types of Broadcasts
 - a. National, International, A.M., F.M.
 - b. Company, Ham, Citizen Band
 - c. Underground, Propaganda

SUGGESTED ACTIVITIES

1. Conduct a radio survey of audience, stations and programs
2. Visit radio station
3. Use a microphone and tape recorder to experiment with the physical characteristics of sound by movement of microphone or alteration of voices. Analyze broadcasters' use of voice
4. Listen to and analyze Ingrid Bergman's dramatization, *The Voice*, as a good example of what a voice can achieve.
5. Experiment with sound effects
6. Talk with walki-talkie
7. Have radio personnel as guest speakers and study the functions of personnel
8. Analyze various types of programs and determine the techniques of program development used with each type
9. Set up a model station in the classroom and produce a program from start to finish.
10. Practise use of the microphone and hand signals
11. Analyze scripts of commercials (scripts are available from local radio stations)
12. Write and produce commercials for a specific product, program and station

13. Compare commercials of one radio station with those of another
14. Compare commercials from radio with those of another media
15. Adapt commercials from another media for radio use
16. Survey different stations and types of commercials
17. Write and produce jingles
18. Study scripts of radio dramas for plot, character, theme, setting
19. Distinguish between "stereotype" and "adult" dramas
20. Study the function of actor and sound in drama
21. Adapt drama from other sources
22. Write and/or produce radio drama. Send these for evaluation to the C.B.C.
23. Survey stations concerning newscasts dealing with controversial topics and time of newscast
24. Study newscasts with regard to headlines and transitions
25. Study news scripts
26. Write and produce news using stories from daily newspapers. Describe your pattern of organization
27. Create subjects that might be given documentary treatment on radio
28. Listen to and observe a number of documentaries with special attention to attention-getting devices and methods of clarifying and defining the subject of the program
29. Research, write and produce a documentary
30. Decide on a theme for a half hour music program. Then select music and write a script that will bring out this theme
31. Design a variety show
32. Listen to quiz, disc jockey, or talk shows. Describe the framework of each. Analyze
33. Prepare material on your football team for a broadcaster from a visiting school
34. Prepare the introduction and conclusion of a special broadcast event to take place in the community
35. Simulate the activities of an hour of broadcasting in a "typical" radio station
36. Listen to famous events from the 40's recorded by radio such as *"Great Moments in Radio"*
37. Follow the events of the world in the evolution of radio
38. Visit a museum, make slides, and report on the history of radio in your area
39. Compare effects of radio in Canada, Britain, and the U.S.A.
40. Compare the public, private and pirate radios in terms of programs, finance, commercials, disc jockeys
41. Trace the physical history of radio.

SUGGESTED REFERENCES

Cassidy, I.H., and H. D. McKellar, (eds.) *Searchlights*

Agincourt, Ontario: The Book Society of Canada 1972

(soft cover, easy high school reading level)

A series of pamphlet-type publications provide reasonably priced and easily accessible material for thematically arranged short story, radio and television scripts. The scripts are available in class sets or single editions of each selection

Munro, K.

Writing Radio and Television Scripts

Scarborough, Ontario: McGraw-Hill Ryerson

1966

(hard cover, college reading level)

The approach is practical and thorough. Beginning with basic rules which govern all dramatic writing, the author clarifies the essentials of successful drama, conflict characterization and dialogue. The governing principles are then applied to different areas of radio and television writing. The tools of each medium (dialogue, music, sound, camera sets and actors) and the special problems (the opening scene, transitions, commercial break, script format) are analyzed in detail and illustrated by examples from recently produced scripts and published works. This book would be very valuable as a teacher reference.

Schramm, W.

Responsibility in Mass Communication

New York: Harper and Row

1969

\$8.50 (approximately)

(hard cover, college reading level)

This book is excellent as a teacher reference. It focuses on the effect of various philosophies (Authoritarian, Soviet Communism, Liberalism) on mass media and discusses how different governments and people view the uses and purposes of radio. The book lists four basic types of radio found in the world and compares them on a number of criteria such as freedom, responsibility, truth, fairness, credibility, and misuse. Development, growth structure and social effects of mass communication are discussed.

Taylor, Loren E.

Radio Drama

Minneapolis: Burgess Publishing Co.

1965

(Toronto: McAinsh)

(hard cover, easy junior high school reading level)

This book gives an excellent and simple discussion of sound effects and techniques of radio broadcasting. It contains many practical suggestions for more enjoyable radio activities which could be used as a springboard for more sophisticated activities. It would be an essential reference for the teacher who is a novice at teaching radio.

Willis, Edgar E. *Writing Television and Radio Programs*
 Toronto: Holt, Rinehart and Winston 1968 \$8.95
 (hard cover, college reading level)

A major portion of this book deals with dramatic script writing — biography, crime, adventure, western, newscast, with emphasis on television drama although some attention is given to the techniques required by the radio form. Individual chapters discuss the steps involved in writing drama such as developing a script plan, actual writing, evaluating and revising of the script. Script samples, analyses, and references are used throughout to illustrate principles and techniques of writing. For some shorter non-dramatic forms, such as newscasts, commercials, and feature talks, complete scripts have been included. Each chapter ends with questions and projects which would be useful for the teacher.

Wimer, Arthur and Dale Brix. *Workbook for Radio and TV News Editing and Writing*
 Don Mills, Ontario: Burns and MacEachern (W.C. Brown Co.) 1970 \$7.65
 (hard cover, illustrated, grade twelve and college reading level)

Although this workbook is designed as a preparatory step towards a job of writing news for radio and TV, much of the advice given may be used at the high school level. Basic do's and don'ts for writing, editing and broadcasting news are discussed and illustrated by examples. Of interest are sections dealing with "Taste" and "Advice from the Lawyers — Slander and Libel". Writing, rewriting and newscast exercises included at the end of this workbook may prove of value to the teacher.

Other References

- * Allan, Dan. *The Electric Humanities*
 Dayton, Ohio: Pflaum/Standard Publishing, 1971
- * Boutwell, William D. *Using Mass Media in the Schools*
 New York: Appleton Century-Crofts, 1962
- * Braithwaite, Max. *Servant or Master?*
 Agincourt, Ontario: The Book Society of Canada Ltd., 1968
- * Bryars, Gerald D. and Hall, George R. *This Book is About Communication*
 Scarborough, Ontario: McGraw-Hill Ryerson, 1971
- * Casty, Alan. *Mass Media and Mass Man*
 Toronto: Holt, Rinehart and Winston, Inc. 1968
- * Gordon, Donald R. *Language, Logic and the Mass Media*
 Toronto: Holt, Rinehart and Winston of Canada Ltd., 1966
- * Hancock, Alan. *Communication*
 London: Heinemann Educational Books, 1971
- * Irving, John A. *Mass Media in Canada*
 Scarborough, Ontario: McGraw-Hill Ryerson, 1962

- * Linton, Delores and David. *Practical Guide to Classroom Media*
Dayton, Ohio: Pflaum/Standard Publishing, 1971
- * McDayter, Walt. *A Media Mosaic*
Toronto: Holt, Rinehart and Winston, 1971
- * Repath, Austin. *Mass Media and You*
Ontario: Longman Canada Ltd., 1966
- * Thayer, F. Jr. et al. *The Media Primer*
Agincourt, Ontario: Methuen Publications, 1970
- * Weir, E. Austin. *The Struggle for National Broadcasting in Canada*
Toronto: McLelland and Stewart Ltd. 1965. paperback, illustrated. 477 pages

A good source of pamphlets and publications is the
Canadian Broadcasting Corporation
P.O. Box 8478
Ottawa, Ontario
K1G 3J5

Another aid is
"Mr. Private Broadcaster"
The Canadian Association of Broadcasters
85 Sparks St., Ottawa 4, Canada
P.O. Box 627, Station B.

Radio Plays

The Odyssey of Runyon Jones
A Nice Clean Sheet of Paper — Adrian
Conglomerate — Turner
Joker in the Pack — Cohen
Searchlights

Tapes

War of the Worlds
Just Mary
Jake and the Kid

Records

The Voice — Ingrid Bergman
Great Moments in Radio VII — Evolution Records No. 2009

SPEEDED COMPREHENSION

Description of Module

In this modern age characterized by vast technological advancement and a phenomenal increase in all forms of writing, it is becoming increasingly important for the individual to make the best possible use of the time at his disposal. The Speeded Comprehension module attempts to achieve this goal through the development of reading and listening skills.

Credit Value

3 credits

Content of Module

The module consists of Speeded Comprehension (Reading) and Speeded Comprehension (Listening). It is recommended that the two be taught together since they complement each other.

The course is intended for a *normal* reader who wishes to increase his comprehension rate. It is NOT a course in remedial reading. In fact, students with reading disabilities should be discouraged from taking this course.

READING

1. Speeded Comprehension (Reading) is designed to help the normal reader increase his rate of reading comprehension. Students will be encouraged to progress at individual rates and the techniques taught will, in the main, be applied to materials of their own choosing. Each student should keep track of his progress from day to day and be motivated by a desire to improve.

Objectives of the Course

General

1. To increase reading efficiency and thereby to give the student a tool with which to cope more adequately with the great volume of reading with which he has to contend.
2. To improve and increase his reasoning and learning skills and to bring about an improvement in other subject areas
3. To enrich and increase the student's vocabulary

Specific

1. To help the student to become more flexible in his reading
2. To increase his reading rate while maintaining or increasing his level of comprehension

3. To stimulate a greater enjoyment of reading and increase in speed and comprehension
4. To satisfy the need and desire to be able to comprehend more in a shorter space of time.

SUGGESTED PROCEDURES

1. Use of a suitable text should complement instruction (see bibliography)
2. Calculate AIR (Achievement Index for Reading) which is equal to reading speed multiplied by the comprehension score for that exercise
3. Scanning exercises, e.g., paperback, telephone book, newspaper
4. Skimming exercises
5. Weekly standardized speed tests
6. Graphic record of individual progress
7. Skill building exercises

SUGGESTED SKILL BUILDING EXERCISES

1. Word Perception Exercises. The student picks out a 'cue' word from among a group of words.

e.g. a. beech beast beech beetle write beach
 b. civil meat civilian civil evil civic

2. Word Comprehension Exercises. These are the same as the above, except that this time the student picks out a word that means the same as the 'cue' word.

e.g. a. brow sow forehead now bow scow
 b. bully fully pulley gully tulip tease

3. Phrase Comprehension Exercises. Students pick out a phrase that is similar in meaning to the 'cue' phrase.

e.g. a. spoken word to say something will provide
 be used to full extent
 b. to inspect same always likely to it is also
 tend to do view critically

4. Sentence Comprehension Exercises. Students are presented with a 'cue' sentence that expresses an idea. This is followed by about ten sentences and students are directed to mark those sentences that express the same idea as the 'cue' sentence.

5. Consolidation Exercises. These are paragraphs and short excerpts from literature that give practice in the skills acquired thus far and lead the student on to do exercises in speeded comprehension in reading.

SUGGESTED MATERIALS

Where available, special aids may be used but they are not essential to the teaching of the course.

- 1. S.R.A. — Rate Builder
- 2. A.V.E. Tachomatic 150 — a tachistoscopic device with film strips
- 3. S.R.A. — scanners
- 4. Metronomes and timers
- 5. Standard Reading Tests

THERE SHOULD BE AN OVERLAPPING OF SKILLS TAUGHT.

SUGGESTED REFERENCES

Fry, Edward. *Teaching Faster Reading*

Cambridge: Cambridge University Press 1965 (paperback)

A British publication that is suitable for teacher use. It has helpful chapters on the factors and techniques involved in reading. The book has no student exercises.

Maberley, Norman C.	<i>Mastering Speed Reading</i>
Toronto: New American Library	1968 (paperback)

This U.S. publication utilizes a popular approach and is meant for the general public as a self-help manual. It has a number of exercises aimed at developing better scanning and eye techniques. The book attaches importance to the idea of rhythm in reading.

Miller, Lyle L.	<i>Increasing Reading Efficiency</i>
Toronto: Holt, Rinehart & Winston	1970 (paperback) \$6.00

This is a very comprehensive manual that summarizes reading techniques and problems. It provides graded exercises that cover most aspects of the reading process. It assumes average to good reader participation as a starting point. The book contains reading progress charts and tables for compiling rates. The selections used are almost entirely American and the difficulty range of the exercises ranges from the Junior High level to College Graduate Level.

Other References

- * Allan, Dan. *The Electric Humanities*
Dayton, Ohio: Geo. A. Pflaum, 1971/72
- Brown, James A. *Efficient Reading* Revised Form A
Toronto: D. C. Heath & Company, 1950
- Heilman, Arthur and Rose Marks. *Improve Your Reading Ability*
New York: Charles E. Merrill Publishing Co. 1969
- * Linton, Dolores and David. *Practical Guide to Classroom Media*
Dayton, Ohio: Pflaum/Standard Publishing, 1971 (118 pp.)
- Massey, Will and V. Moore. *Helping High School Students to Read Better*
Holt, Rinehart and Winston
- Miller, Lyle L. *Accelerating Growth in Reading Efficiency*
Minneapolis: Burgess Publishing Co., 1972
- Pitkin, Walter B. *The Art of Rapid Reading*
New York: Grosset & Dunlap, Inc.
- Schiavone, James. *You Can Read Faster*
New York: Grosset & Dunlap, 1969
- Stroud, James B. & Robert B. Ammons *Improving Reading Ability*
New York: Appleton-Century-Crofts, 1970

LISTENING

- II. "Speeded Comprehension" (Listening) aims at improving the listening skills of students. It focuses on discrimination in listening and helps students to increase their attention span and their understanding of what they hear. The course also gives practice in listening to and comprehending compressed speech.

The materials for this course are available on audio tape from the Audio Visual Branch of the Department of Education. Teachers may send tape recorded material to the A.V. Branch for compression to the desired level.

Objectives of the Course

General

To improve the student's listening efficiency so that he may derive maximum benefit from all listening situations with a minimum of effort.

Specific

1. To train the student to be discriminating in his listening
2. To increase the student's level of listening comprehension
3. To increase and improve the student's reasoning and learning skills and hopefully to bring about an improvement in other subject areas

4. To enrich and increase the student's vocabulary
5. To satisfy the need and desire of the student to be able to comprehend more in a shorter space of time.

SUGGESTED PROCEDURES

1. Use cassette tape-recorders to individualize the instruction as far as possible
2. Use listening centers whenever possible in group situations to minimize the possibility of students being affected by extraneous distractions during the training phase
3. Use the language laboratory to advantage where such facilities are available
4. Listening sessions should be followed by questions to test understanding of the materials heard
5. Play tape-recordings of words, concepts or facts to build up attention span. These recordings start with about five words and gradually build in number. On hearing a string of words the students should attempt to recall the string in writing.
6. Convert some of the exercises from the "Speeded Comprehension" (Reading) to suitable exercises to develop listening skills
7. When a satisfactory level of attention and comprehension has been reached, give students practice in listening to compressed speech up to 60% compression. All listening will be tested for comprehension by means of written tests.

SUGGESTED REFERENCES

Compressed Speech is a comparatively new field and there are few, if any, texts available at the moment. Considerable research, however, has been done and much of this is summarized in various ERIC documents.

In the last five years the University of Louisville has conducted two conferences on compressed speech. Material is available.

Foulke, E. *Proceedings of the Louisville Conference on Time Compressed Speech*
University of Louisville, May 1967

Other References

- * Allen, Don. *The Electric Humanities*
Dayton, Ohio: Geo. A. Pflaum, 1971 276 pages
- * Linton, Dolores and David. *Practical Guide to Classroom Media*
Dayton, Ohio: Pflaum/Standard Publishing, 1971 (118 pages)

TELEVISION

Statement from the "Reporter" Ontario Teacher's Federation, Fall 1970:

"Television was recognized as an entertainment medium before it was recognized as an educational medium. Most educators now admit, perhaps a bit reluctantly, that it is, in fact, the most powerful educational medium of all time."

Description of Module

The television module is composed of two sections, appreciation and production, and is designed to give the student a comprehensive look at the television medium. Where production facilities are not present, students may gain useful experiences by completing only the appreciation section.

The module is designed for all students with an interest in modern communications.

Purposes:

1. To help students understand the mass media and to gain insights therein through a study of television.
2. To enlarge student's ability and to give direct experiences in communications by exposure to the television medium.
3. To help develop a set of criteria for the evaluation of television messages.

Credit Value

Part A	APPRECIATION (prerequisite to Part B)	3 credits
Part B	PRODUCTION	3 credits

Content of Module

Part A APPRECIATION

The student is expected to engage in a variety of viewing activities designed to increase his awareness of the techniques used in television which should assist him to establish a set of criteria by which he may judge the quality of programs presented.

SUGGESTED ACTIVITIES

- I. It is essential to view and discuss a wide variety of programs.
 1. Information-educational programs
 - a. Newscasts
 - b. Documentaries
 - c. Educational-science programs
 - d. Political-problematic programs

2. Entertainment programs
 - a. Drama
 - b. Comedy
 - c. Musicals
 - d. Films
 3. Commercials – high-powered television
 - a. All kinds
 - b. Commercials and the audiences
 - c. Commercials and the law
 - d. Commercials and good advertising
- II. THE ANALYSIS OF PROGRAMS BEGINS THE ESTABLISHMENT OF CRITERIA
1. Discuss the theme, characters, plot and settings of the program viewed
 2. Examine the talents and skills of the actors, actresses and other people seen on the screen
 3. Discuss the skills of those behind the scenes: the cameraman, the director, the producer and others
 4. Talk about the suitability of the sets and the music used in the program.
- III. STUDY THE POSSIBLE TARGET-AUDIENCES OF VARIOUS PROGRAMS
1. Discuss why certain shows and commercials are designed for children, teenagers, adults, men or women.
 2. Find out which programs and commercials appeal to a wide combination of groups and why.
- IV. USE A VARIETY OF VIEWING TECHNIQUES
1. Sight without sound
 2. Sound without sight
 3. Blackout different parts of the screen.

Part B

PRODUCTION

Production entails active and creative activities intended to provide the students with insights involved in T.V. studio work. This section should provide simulation experiences to increase appreciation of this medium as a communication tool.

SUGGESTED ACTIVITIES

- I. INCREASE MOTIVATION BY MAKING PERSONAL CONTACT WITH TELEVISION
 1. After a period of viewing and preparation take the group to a television station if possible
 2. Invite television personnel to visit the classroom to talk to the group

3. If the above is not possible, make contact by letters to people engaged in television but they need not be the stars of nationwide shows.

II. PREPARE FOR PRODUCTION NEXT

1. By discussion, discover an idea or theme for a play or even a commercial
2. Organize a crew: writers, producers, directors, cameramen, and others
3. Prepare the script; initiate rehearsals; perform dry runs; tape the show.

III. EVALUATE THE EFFORTS

1. Discuss the production to discover strengths and weaknesses
2. Try the show out on another class and gather opinions
3. Ask a local television person to examine the work.

IV. FURTHER SUGGESTIONS

1. Examine a variety of programs: newscasts, panels, interviews, debates, reviews, skits
2. Write commercials
3. Examine the views of a variety of television critics
4. Make a study of television movies
5. Study television in different parts of the world. Discuss its use and purpose
6. Make a study of cablevision and its possibilities
7. Find out how television awards are made and the criteria involved.

SUGGESTED REFERENCES

Adams, Raymond S. and Bruce J. Biddle *Realities of Teaching Explorations with Video-tape*
 Toronto: Holt, Rinehart and Winston 1970 \$3.00 110 pp.
 (paperback, illustrated with diagrams)

Practical background information for teachers.

* Allen, Don. *The Electric Humanities*
 Dayton, Ohio: Pflaum 1971

Gibson, Tony. *The Practice of ETV*
 London, England: Hutchinson Educational Ltd. 1970 \$7.40 187 pp.
 (paperback, illustrated with photographs and diagrams)

One of the most useful books for understanding how production techniques shape the message on the screen and thus affect the viewer. Not more than one or two per class will be needed.

James, Ian R.

Television Production

Edmonton: Alberta Department of Education 1971

(free from the Audio Visual Services Branch)

* Linton, Dolores and David.

Practical Guide to Classroom Media

Dayton, Ohio: Pflaum

1971

Rudinger, Edith and Vic Kelly.

*Connexions Break for Commercials, An
Examination of Advertising Techniques*

Don Mills, Ontario: Longman Canada Ltd. 1970

48 pp.

(paperback, reading level grade nine up, illustrated)

Not more than three or four per class.

Shillaci, Anthony and John M. Culkin (Eds.)

*Films Deliver, Teaching Creatively
With Film*

New York: Citation Press

1970

(paperback)

Chapter 17, p. 97-123, distinctive characteristics of the television medium, and three approaches to utilizing commercial television programming in the classroom.

Stubbs, Susan Little.

The Quality of Television, A Source Theme

Toronto: Holt, Rinehart and Winston 1969

(paperback, reading level grade 11 up)

Selected readings on issues such as TV sports, values, as a public service medium, violence commercials, newscasts and related topics. Includes a chapter on effective research paper writing.

Thayer, F. Et al.

The Media Primer

Agincourt, Ontario: Methuen

1970

\$6.95

159 pp.

(hardcover, Canadian glossaries of newspaper, radio and television terms, illustrated with photographs)

A handbook of appropriate writing techniques for each form of the mass media. Basic information on the ways in which words are handled and employed by reporters, magazine journalists, and radio and television script writers, methods of scripting radio and television commercials are included. Also included is a chapter on photojournalism.

Other References

Gibson, Tony. *The Use of ETV, A Handbook for Students and Teachers*

London, England: Hutchinson Educational Ltd., 1970

(paperback, 126 pp., \$3.20, photographs, diagrams)

Hazard, Patrick D. (Ed.). *TV As Art, Some Essays In Criticism*

Champaign, Illinois: National Council of Teachers of English, 1966

(paperback, 220 pp., teacher reference)

Millerson, Gerald. *The Technique of Television Production*

New York: Hastings House, Publishers, Inc., 1968

(paperback, revised edition, 440 pp., practical background information for teachers, illustrated with drawings, \$7.20)

Morris, Norman S. *Television's Child*

Toronto, Ontario: Little, Brown & Company (Canada) Limited, 1971

(hardcover, useful background for teachers, 238 pp. \$7.95)

Stasheff, Edward and Rudy Bretz. *The Television Program — Its Direction and Production*

New York: Hill and Wang, 4th edition, 1968

(paperback, 336 pp., \$3.40, photographs, charts, diagrams)

Basic information on the direction and production of commercial television. A useful teacher and student reference. No more than one per class.

THINKING - THE CORE OF COMMUNICATION

Description of Module

Communication consists of both sending and receiving messages. Since ours is an age of many voices and vested interests seeking attention, insight is necessary into the purposes, intents and forces of communication as they affect rational thought. To the end of preparing a student to become a well-adjusted, competent, and secure person, the module aims at:

1. Enabling the student to express his ideas clearly and effectively in speaking and writing,
2. Helping the student to understand the purposes and intents of communication,
3. Focusing attention on forces acting upon the student's mind, and
4. Helping to develop the mechanical and cognitive skills of communication.

Credit Value

Part A	LEVELS OF THINKING (prerequisite to Part B)	3 credits
Part B	KINDS OF THINKING	3 credits

Content of Module

Part A

LEVELS OF THINKING

- I. INTRODUCTION
 1. Teacher presentation of the overview of the module
 2. Class activity: written exposition
 - a. Definition of thinking
 - b. Definition of communication
 3. Class discussion on points of view in student written work
- II. FACTORS WHICH COLOR AND GENERATE THINKING AND IN TURN AFFECT COMMUNICATION
 1. Prejudice
 - a. Loaded words, e.g., democracy, motherhood, dictatorship
 - b. Platitudes and cliches, e.g., "The good always win"
 - c. Paternalistic slogans, e.g. Though we sell life insurance, our business is life.
 - d. Tradition and the trauma of change
 - e. Social movements and forces which oppose or support such ideas as prison reform, social welfare
 - f. Newspapers
 - g. T.V. and radio news commentators
 - h. Presentation of newscasts
 - i. Films

2. Social and Personal Values
 - a. Social problems
 - b. Group opinions
 - c. Individual expression of opinion.
3. Propaganda
 - a. News
 - b. Political issues
 - c. Group interest, e.g., Commonwealth Games, Canada's bidding for the Olympics.
4. Provincialism, nationalism, and internationalism.
5. People's Roles in Society, e.g., business men, politicians, professional people
6. Psychological Defense Mechanisms
7. Major World Philosophies
8. Emotions and Perceptions
 - a. Mind set
 - b. Predetermined expectations
 - c. Distorted perceptions.
9. Groups
 - a. Family
 - b. Peer group
 - c. Community
10. Power Play
 - a. Articles on current social values
 - b. Vested interests.

Society at Large

 - a. Insecurity of change
 - b. Conditioning of tradition
 - c. Pressure of materialism.

SUGGESTED ACTIVITIES FOR PART A

I. PREJUDICE

1. Study selections of literature in which the author portrays prejudice. e.g., *The Doll's House* by Katherine Mansfield, *Nancy* by Elizabeth Enright, *A Doll's House* by Henrik Ibsen
2. Generate class discussion to arrive at a concept of prejudice
3. Write expository articles regarding the consequences of prejudice on human relations
4. Discuss current issues: Drugs, Women's Liberation Movement, Abortion, Social Welfare, and others
5. Evaluate various points of view expressed in students' essays on prejudice, noting emotional statements, validity and other characteristics
6. Organize class simulations of people who have been victims of prejudice
7. Evaluate magazine and newspaper articles in the light of slanting, prejudice and bias

8. Assess radio and television programs regarding free expression of opinion.
- II. SOCIAL AND PERSONAL VALUES
 1. Assess current personal and social values
 - a. Personal values, e.g., youth, adult, old age
 - b. Social values, e.g., Puritan Ethic, work ethic, social mores and expectations
- III. PROPAGANDA
 1. Examine statements made by leading political figures on major current issues.
 2. Analyze radio, television, magazine advertising.
- IV. NATIONALISM, PROVINCIALISM, AND INTERNATIONALISM
 1. Develop essay topics of international importance. Follow up with class discussion, keeping in mind the objectives of the module.
 2. Examine national issues which have International overtones.
 3. Review the various viewpoints on unemployment, wheat sales, inflation, pollution, and others.
 4. Invite guest speakers involved in national and international affairs. Assess their positions on various issues, noting differences and reasons for their different view points.
- V. ROLES IN SOCIETY

Research the impact of various people in influencing others, e.g., business men labor leaders, religious leaders, professional people, and others.
- VI. PSYCHOLOGICAL DEFENSE MECHANISMS

Study stories in which the author portrays the effect of psychological traits, e.g., *The Secret Life of Walter Mitty* by James Thurber. Carry out library research on these various factors in psychology.
- VII. PHILOSOPHY

Examine several philosophies of the world with the purpose of gaining insight into the communication gaps which exist between cultures.

Class project, e.g., research papers on the difference in cultures, or contrast the effect of authoritarianism and the democratic ideals.

Part B

KINDS OF THINKING

- I. POSITIVE THINKING
 1. Sense of self worth
 2. Appreciation of others
 3. Creative imagination
 4. Adventure of fantasy
- II. NEGATIVE THINKING
 1. Modern pessimism, e.g., the concept of man alone against the cosmos

2. Loss of personal identity
3. Reality versus the ideal
4. Poverty
5. Social inequalities
6. Discrimination

III. TACTILE THINKING

1. Sensory perception
2. Tactile and emotional thinking

IV. INTUITIVE THINKING

1. Inspired insight
2. Imagination

V. SUBJECTIVE AND OBJECTIVE THINKING

VI. INDUCTIVE AND DEDUCTIVE THINKING

VII. INDEPENDENT THINKING VERSUS GROUP DECISION MAKING

VIII. DISCIPLINED THINKING

1. Facts and Opinions
 - a. Facts, e.g., objective truth, cannot be denied
 - b. Opinion, e.g., just short of proof
 - c. Degrees of opinion, e.g. good, weak, poor
2. Critical thinking and group decision making
 - a. Laboratory of decision making, e.g., think tank
 - b. Scientific method
 - c. Research and problem solving
 - d. Clinical research
 - e. Cause and effect method
3. Ordering and arranging
 - a. Discriminating differences
 - b. Generalizing similarities
 - c. Chronological order
4. Logic
5. Meditation

SUGGESTED AREAS FOR STUDY IN PART B

The objectives of the course must be kept clearly in mind as the class is directed into this section; i.e., the factors which color and filter the communication affect thinking.

I. POSITIVE THINKING

1. Uniqueness of the individual
2. The worth of self and others in the total social interaction, *Meditations* by John Donne

3. The courage to be progressive in the face of the inhibitions due to tradition; e.g., daring to break the tradition of discrimination of the ex-convict, Martin Luther King
4. A study of specific science fiction in assessing the adventure of creative imagination and fantasy.

II. NEGATIVE THINKING

1. Modern Pessimism, e.g., many modern lyrics and much modern poetry
2. Future shock — the obsolescence of man in the technological age, increasing frustration, increasing despair, increasing boredom, increasing leisure time, the futility of life, loss of personal identity, increasing despair due to society's stress on the material, the resulting conflict of reality versus the ideal
3. The hopelessness of poverty and our acceptance of it as a way of life, poverty of the mind, the stultification of the mind and negative effects of social inequalities and discrimination.

III. TACTILE THINKING

1. Sensory Perception. See activities listed in *The Mind Benders*, McGraw-Hill Ryerson.
2. Emotional perception, e.g., the effect of color on the emotions and how color affects perception through the emotions, mob behaviour, racial discrimination.

IV. INTUITIVE THINKING

1. Inspired insight
 - a. The Prophets in Christian theology
 - b. The Brahman Vedas
 - c. Buddhist theology
2. Imaginative thinking
 - a. Music
 - b. Painting
 - c. Literature
 - d. Sculpture
 - e. Fantasy

V. SUBJECTIVE AND OBJECTIVE THINKING

1. Read and research a current social problem such as legalizing drugs, legalizing abortion
2. Write essays using objective material for support and essays developed on the subjective level, i.e., personal feelings rather than on concrete fact.

VI. LOGICAL THINKING, INDUCTIVE AND DEDUCTIVE THINKING

1. Read *Reasoning and Argument* by John Schneider
2. Read *Logical and Critical Thinking* by Lionel Ruby

VII. INDEPENDENT THINKING VERSUS GROUP DECISION MAKING

1. Study and discuss "Opinions and Social Pressure" by Solomon E. Asch from *Points of View*, Edited by Earl Buxton
2. Test validity of the author's opinion
3. Write on the difficulty of being an individual.

SUGGESTED REFERENCES

* Bryars, Gerald and George R. Hall *This Book is About Communication*
Scarborough: McGraw-Hill Ryerson 1971

* Gardner, Harold and John Slater *Think for Yourself*
George G. Harrap
(Toronto: Clarke, Irwin) 1969 212 pp.

This is a collection of opinions on controversial topics by various authors. Some of the opinions are well supported by facts; others are mere propaganda or emotionalism. This reference can serve a useful purpose in analyzing the various forces that act upon the mind to filter and color communication. The material is at a high level of maturity and challenges students to think for themselves.

* Gordon, Donald R. *Language, Logic and Mass Media*
Toronto: Holt, Rinehart and Winston 1966 119 pp.

A Canadian publication using Canadian material and examples. It deals with language, the various shades of meaning in words, and tricks in the use of language to achieve a desired interpretation both in oral and written English. It reviews the method and impact of the mass media. Radio, television, films, newspapers, and magazines are specifically analyzed in their role of communication in society. The book is a comprehensive analysis of communication, and its style is imaginative and challenging.

* Irving, John A. *Mass Media in Canada*
Scarborough: McGraw-Hill Ryerson 1969 236 pp.

A Canadian publication on the development of communication in Canada from the earliest primitive methods to the present sophisticated technical media such as television, radio and film. The author comes to grips with the American influence on Canadian communication in both the written and spoken word. One section deals with the problems of censorship in Canada, and its effect on Canadian social mores. There is an analysis of Canadian newspapers and magazines, and their struggle for survival in competition with American publications. A good reference for teachers and mature students.

WRITERS' WORKSHOP

Description of Module

"Writers' Workshop" offers all students an opportunity to explore the medium of writing as a means of personal expression and as a method of communication. The emphasis throughout is on the improvement and refinement of writing, whether it be articles, short stories, poetry or drama. The result should be important to the student himself. If an idea is private it can still be developed and expressed on paper and need not be made public.

The course outline presumes that the student is a writer and that his development will be an individual one, that comparisons will be made, not by placing the work of one student against that of another, but by comparing the work of an individual student with his previous work and goals. The relationship between the writer and the teacher is expected to be that of two writers. Discussion, criticism and praise should develop out of the student's own work.

THE CREATIVE PROCESS

Creativity is the individualized expression of imagination; it is the production of an idea, or the externalization of that idea in some creative form by one's own thought and imagination.¹

In this module, then, it seems particularly necessary that all activities be student-centered rather than teacher-directed. To facilitate this, classes should not exceed twenty students.

THE STAGES OF THE CREATIVE PROCESS

1. Exposure, or receiving raw material from observation or reading
2. Incubation, or storing of raw material
3. Illumination, or involuntary insight necessary for communication
4. Execution, or elaborating of the thought, reworking and finishing the creative product.

UTILIZATION OF CLASS TIME

1. Exchange of ideas
2. Group discussion
3. Motivational activities
4. Exercises to increase awareness, e.g., while blindfolded, feeling objects and describing their tactile qualities

¹McKellar, Peter, "Imagination and Thinking". London: Cohen and West, 1969, p. 23

5. Experiment with forms or themes
6. Reading philosophy, criticism of the works of established writers and of student work
7. Mutual editing, students editing each other's work
8. Teacher-student conferences
9. Student-student conferences
10. Revision
11. WRITING, WRITING, WRITING!

Credit Value

The module not as an in-depth study	3 credits
The module as an in-depth study	6 credits

Content of Module

The student should be familiar with the forms of poetry, articles, short story and drama. Activities centre around writing, in and out of class. The course content may be handled in three stages.

1. Survey of forms, themes, ideas
2. Experimentation with forms, themes, ideas
3. Specialization if desired

It is suggested that only a limited time be spent on survey and that experimentation should be continuous.

Following are suggestions for survey and for experimentation. The lists are not meant to be complete.

I. GENRE

1. Poetry: ballad, dramatic monologue, free verse, cinquain, villanelle, blank verse, rhyming verse, haiku, tonka lyric poetry, sonnet, random poetry, songs, narrative poetry, descriptive poetry, romantic poetry, concrete poetry and other forms
2. Articles; personal, impersonal, formal and informal articles, autobiographies, narratives, reflective articles, satires, expositions, editorials, and research articles
3. Drama: one-act plays, three-act plays, tragedies, comedies, farces, melodramas, radio plays, television plays, charades, pantomimes and skits
4. Short stories: science fiction, love stories, adventures, histories and stories told from differing points of view.

II. POSSIBLE THEMES, MOTIVATIONS AND ACTIVITIES

1. Employ imagination stretchers
 - a. How many uses can be found for a waste basket?
 - b. Write on a situation involving three objects such as a can of spinach,

- wind chimes and a dog collar
- c. Plan a unique solution to a world problem that no one else would consider
- 2. Work consciously on observation, e.g. observe small children playing and try to remember and describe their antics
- 3. Discuss the visual impression — shape and line — in poetry
- 4. Use the following as starting points for writing:
 - a. Paintings, e.g., Turner, Picasso, Van Gogh
 - b. Films
 - c. Music, "Slaughter on Tenth Avenue", popular music, classical music, sound tracks
 - d. Photographs
 - e. Ideas arising from discussion of "man is basically good", "it is better to have loved and lost than never to have loved at all".
- 5. Write letters
- 6. React to another writer's ideas
- 7. Try stream of consciousness writing
- 8. Complete an unfinished story, play or poem
- 9. Discuss poetic honesty
- 10. Write and/or tell children's stories
- 11. Write using different genres to express the same theme
- 12. Explain our life to a person from another culture
- 13. Make sound tapes of works
- 14. Present poetry readings
- 15. Write original myths and legends
- 16. Keep a writer's journal
- 17. Write fictitious diaries
- 18. Tell fairy tales
- 19. Write examples of —
 - a. Parody
 - b. Symbolism
 - c. Satire
 - d. Dialogue
 - e. Caricature
 - f. Fantasy
 - g. Allegory
 - h. Humour
 - i. Improvisation

III. TOPICS THAT HAVE SPARKED PROSE AND POETRY

- 1. I am a sensation
- 2. Someboy loves me
- 3. Beliefs worth dying for

4. Imagination and reality
5. Escape
6. Man, the machine
7. Lunchtime
8. Impressions of myself
9. God's greatest mistake was . . .
10. Man's greatest problem is . . .
11. The eye hears, the ear sees
12. The law of our society is "beat the other man to the draw"
13. The generation gap leads to many of our social problems
14. Society is so sick that people are trying to escape in various ways
15. Our society makes all its judgments on a materialistic basis.

SUGGESTED METHODS OF EVALUATION

1. Self Evaluation
This should be an on going and developing process. Many books contain useful self-criticism forms which can be used by the students. Three evaluation forms are included in Loban, Ryan, Squire: Teaching Language and Literature, pages 437-539.
2. Small group evaluation. A small group of students might read and discuss each other's work.
3. Large group evaluation.
The entire class might consider one another's works from which a set of criteria for judgment will evolve. Students might be asked what they consider to be the more important qualities of good writing. Their answers can be compiled and reproduced for reference when writing is being discussed.
4. Teacher evaluation
Although many students want to see grades on work, the teacher can use written comments of an encouraging and constructive nature. Discussion with each student is helpful. Grades are not necessary on all work, nor are they particularly desirable.

SUGGESTED REFERENCES

- | | | |
|---|---------------------------------|--------------|
| Allen, Don. | <i>The Electric Humanities.</i> | Pflaum, 1971 |
| Booth, D., R. Barton and D. Young. | <i>Film</i> | |
| Don Mills, Ontario: Longman Canada Ltd. | | |
| Leavitt and Sohn. | <i>Stop, Look and Write.</i> | |
| Toronto: Bantam Paperbacks | \$1.00 | 200 pp. |
- This is a book of photographs, chosen and juxtaposed to provoke thought and discussion. It should aid in motivating writing.

- Vance, B. and Michael Milne. *A Folio for Writers*
 Toronto: Clarke, Irwin 1969
- Wolfe, Don. *Creative Ways to Teach English* Grades 7 to 12.
 New York: Odyssey Press 1966 Second Edition
- Includes
 "Sequences of Theme Topics; How shall I decide?"
 "The Art of Seeing: Training the Five Senses"
 "Can Creative Writing be a Democratic Art?" and other topics.
 There are also eighty theme topics and suggestions.

Other References

- Ford, Margaret and Brian Meeson. *Writers Workshop*.
 Agincourt, Ontario: Book Society of Canada, 1966.
- Hogan, Homer and Dorothy. *Listen*. Toronto: Methuen, 1972.
- Loban, Walter et al. *Teaching Language and Literature*.
 New York: Harcourt, Brace, Jovanovich. (Don Mills: Longman)

Filmstrips

Four filmstrips, silent, colour: 36 frames each with guide. Written and edited by David A. Sohn. Scholastic Book Services, 1970, \$37.50. The titles are *Using Your Senses*, *Relationships*, *The Drama of People* and *Telling the Story*. Thirty-two photographs and seven larger posters are also included.

- Oddball* — NFB (AVSB Library), 6 min.
November — NFB (AVSB Library), 9½ min.
Espolio (E. Birney's poem) — NFB (AVSB Library), 6 min.
Walking — NFB (AVSB Library), 8 min.
Toys — NFB (AVSB Library), 8 min.
The Eye Hears & The Ear Sees — NFB, 58½ min.
Timepiece — McGraw-Hill (AVSB Library), 10 min.
Rhythmetic — NFB (AVSB Library), 8½ min.
23 Skidoo — NFB, 8 min.
In a Box — NFB, 4 min.
Cityscape — NFB, 1½ min.
Angel — NFB, 7 min.
Alphabet — NFB (AVSB Library), 6 min.
Threshold — NFB, 23 min.
Writers on Writing Series — General Learning Co.
- | | | |
|---------------------------------|--------------------------|---------|
| * <i>Blood Lines in Ink</i> | (Ernest J. Gaines) | 17 min. |
| * <i>In the First Person</i> | (Ross MacDonald) | 17 min. |
| * <i>My Pen, My Hand</i> | (Jessamyn West) | 17 min. |
| * <i>Other Peoples Lives</i> | (Catherine Dunker Brown) | 17 min. |
| <i>The Presence of the Past</i> | (Walter D. Edmonds) | 17 min. |
- *(AVSB Library)

Audio Tapes

Audio tapes by Canadian writers are available from the Canadian Broadcasting Corporation.

Periodical Article

Culkins, John. "The Four Voyages of the Caine", *Media and Methods*, October, 1966.

Discusses transformations resultant from creating the film, play and television versions of Wouk's novel.

Appendix to Communications 21

References Useful In More Than One Module

Allen, Dan	<i>The Electric Humanities, Patterns for Teaching Mass Media and Popular Culture</i>		
Dayton, Ohio: Geo. A. Pflaum	1971	\$4.95	276 pp.
Paperback			
Bibliography, discography of discussion-provoking modern music.			

The Electric Humanities consists entirely of relevant quotations from Whitman to McLuhan structured around the relevance to education of the mass media, of popular literature, popular theatre and popular music. It is extremely readable for most high school students.

Altick, Richard	<i>Diction and Style in Writing</i>		
Toronto: Holt, Rinehart and Winston	1967		

Altick suggests that a careful examination of dialogue, conversation, and even literature can be most revealing, more than an individual might like to reveal, concerning personality, intent, biases, occupation and age and he explores this topic. Jargon, its uses and abuses and the ways in which circumlocution and euphemism may obscure the truth are also discussed. Cliche and "newspaperese" are also included to draw attention to the many ways in which language may work for or against us. Useful exercises appear throughout the book.

Barr, John	<i>Connexions</i>		
Don Mills, Ontario: Longman Canada		\$1.15	60 pp.
Paperback	Illustrated		

This series of paperbacks includes such titles as *The Language of Prejudice*, *Break for Commercials*, *The Lawbreakers* and *Standard of Living*. Well illustrated, the 40-50 page pamphlets are designed for student use.

Booth, David, Robert Barton and Douglas Young	<i>Film</i>		
Don Mills, Ontario: Longman Canada	1972	\$2.75	138 pp.
Paperback	Illustrated with photographs, cartoons and drawings		

This book provides an excellent overview of film as a medium of communication, as a reflection of changing societal mores, and as an art form. The reading level will present no problems for most students. One of the strengths of *Film* is the "Out-takes" section following each chapter. These include additional information and contain a wealth of appropriate activities. A leaflet sized teacher guide accompanies the text.

Boutwell, William

Using Mass Media in the Schools

New York: Appleton-Century-Crofts

280 pp.

Not illustrated

As a comprehensive overview of the matrix of television, radio, film, print, tapes and records, this book should prove helpful as a teacher reference. Possibly the chapters on the newspaper are of most value, including as they do samples of eleventh and twelfth grade studies of the newspaper, questions, vocabulary, and a rather extensive bibliography. Listed throughout are books, films and periodicals.

Braithwaite, Max.

Servant or Master?

Agincourt, Ontario: The Book Society of Canada

136 pp.

Paperback

Illustrated

Max Braithwaite has developed a comprehensive casebook of mass media which stresses class discussion and gives a wealth of examples of group activities. Some examples are less timely than desirable, but an ingenious teacher will find this book of real value.

Bryars, Gerald and George R. Hall

This Book is About Communication

Scarborough, Ontario: McGraw-Hill Ryerson

1971

A Canadian publication based on the Canadian scene. The author develops the five questions: Who is communicating? What is being communicated? With whom is he communicating? What is the medium being used? What is the purpose of the communication? The various media and their impact are analysed using familiar Canadian material. Each section is provided with exercises which focus on the understanding of the messages and media used. A very readable and useful book.

Casty, Alan.

Mass Media and Mass Man

New York: Holt, Rinehart and Winston

1968

\$2.50

260 pp.

Paperback

Not illustrated

Selections range in reading level but are general in the grade twelve or college range.

This is an anthology which shows how the mass media affect culture, the individual and the dissemination of information. In addition to the theory put forward, case histories are presented. For example, one article from U.S. News and World Report is entitled "How Reds Plotted A Take-Over", and another, by Leila A. Sussman, is "Labor In The Radio News". It has a lengthy bibliography and a series of interesting questions for discussion.

Christ, Henry I.

Discovering Language: Books 4, 5, 6

Toronto: D. C. Heath and Co.

1969

Illustrated

The three books cover a wide spectrum of language study. Topics include the origin and history of language, semantics propaganda, grammars, vocabulary, word origins, dialects, figurative language, problem solving, creative thinking and communication – past, present and future. Each area is discussed briefly and should encourage further exploration.

Varying and numerous exercises are included. Teachers' manuals are available which include suggestions for gifted and slower students.

*Gardner, Harold and John Slater	<i>Think for Yourself</i>	
George G. Harrap		
(Toronto: Clarke, Irwin)	1969	212 pp.

This is a collection of opinions on controversial topics by various authors. Some of the opinions are well supported by facts; others are mere propaganda or emotionalism. This reference can serve a useful purpose in analyzing the various forces that act upon the mind to filter and color communication. The material is at a high level of maturity and challenges students to think for themselves.

Gordon, Donald R.	<i>Language, Logic and Mass Media</i>	
Toronto: Holt, Rinehart and Winston of Canada Ltd.	1966	119 pp.

A Canadian publication using Canadian material and examples. It deals with language, the various shades of meaning in words, and tricks in the use of language to achieve a desired interpretation both in oral and written English. It reviews the method and impact of the mass media. Radio, television, films, newspapers, and magazines are specifically analyzed in their role of communication in society. The book is a comprehensive analysis of communication, and its style is imaginative and challenging.

Hancock, Allen	<i>Communication</i>	
Scarborough, Ontario: Heinemann Educational Books	1971	\$1.80
Paperback	High school reading level	

This brief study starts with a sociological and psychological base which looks at many activities such as conversation, reading, looking and learning; then moves on to understanding, communications and society, communication between individuals and mass media. It serves as an introduction to many of the communications modules. The excellent bibliography offers the teacher and students areas for in-depth reading.

Irving, John A.	<i>Mass Media in Canada</i>	
Scarborough, Ontario: McGraw-Hill Ryerson	1969	

A Canadian publication on the development of communication in Canada from the earliest primitive methods to the present sophisticated technical media such as television,

radio and film. The author comes to grips with the American influence on Canadian communication in both the written and spoken word. One section deals with the problems of censorship in Canada and its effect on Canadian social mores. There is an analysis of Canadian newspapers and magazines and their struggle for survival in competition with American publications. A good reference for teachers and mature students.

Linton, Delores and David	<i>Practical Guide to Classroom Media</i>		
Dayton, Ohio: Pflaum/Standard Publishing	1971	118 pages	
Soft cover	Illustrated	College reading level	

This book discusses the two phases involved in getting the popular media into the schools. In Part I, "Laying The Groundwork For Media Involvement", matters of financing, equipping and selling the media program are presented; Part II, "Involving Media In The Classroom", details the potential uses of each of the most commonly available media devices. A variety of student projects and activities are included. Excellent practical teacher reference.

McCarthy, Brian V.	<i>Canadian Perspectives, Goin' Down the Road.</i>		
Toronto: Holt, Rinehart & Winston Ltd.	1970	\$1.10	100 pp.
Easy high school reading level, magazine format			

This book contains articles on contemporary Canadian problems which are highly topical and should spark class discussion.

McDayter, Walt	<i>A Media Mosaic</i>		
Toronto: Holt, Rinehart & Winston Ltd.	1971	\$5.95	333 pages
Paperback	Illustrated with photographs		
Grade twelve or college reading level			

The book contains the work of several authors writing on communications in Canada. Topics discussed include the power and influence of the media, violence in Canadian TV and newspapers, the gap between the police and the public, the church as a communicator, the media and many other provocative ideas.

McLeish and Glorfeld	<i>The Dictionary and Usage</i>		
Toronto: Holt, Rinehart & Winston			

An appealing book of readings providing insights into a variety of topics related to usage, usage levels, dictionary compilation and slang. One essay deals with why language changes and another examines the use of adolescent speech using *Catcher In the Rye* as a basis for analysis. A glossary of selected linguistic terms is appended. Illustrated.

McLuhan, Marshall

Understanding Media

Scarborough, Ontario: McGraw-Hill, Ryerson 1964 \$9.50

359 pp.

Hard cover

Not illustrated

Difficult reading for most high school students.

The book analyzes the effect of the mass media on civilization, restates McLuhan's case that the medium is the message, and discusses how the new communication technologies can be utilized creatively by the individual. He argues that the printed word has led to nationalism and has destroyed creativity but other communication devices have removed the isolation of individual man. The telephone: speech without walls; the phonograph: music without walls; the photograph: museum without walls; the electric light: space without walls; the movie, radio and TV: classroom without walls. The book is an interesting source of ideas for teachers.

Moore, R.

The Research Paper

Toronto: Holt, Rinehart & Winston, Inc. 1967

Illustrated

A practical and comprehensive compilation of information directly related to the writing of a research paper. Use of the library card catalogue, indexes and reference books, choosing subjects, outlining, note taking, revising and editing are all discussed in relation to the final product. A sample research paper and numerous other examples are provided.

Munro, Kate

Writing Radio and Television Scripts

Scarborough, Ontario: McGraw-Hill Ryerson 1966

Hardcover

College reading level

The approach is practical and thorough. Beginning with basic rules which govern all dramatic writing, the author clarifies the essentials of successful drama, conflict characterization and dialogue. The governing principles are then applied to different areas of radio and television writing. The tools of each medium (dialogue, music, sound, camera sets and actors) and the specific problems (the opening scene, transitions, commercial break, script format) are analyzed in detail and illustrated by examples from recently produced scripts and published works. This book would be very valuable as a teacher reference.

Postman, Neil

Language and Reality

Toronto: Holt, Rinehart & Winston

1969

Illustrated

The author develops four integral and important areas of language study: communication, symbols, culture and community. Discussions center on the communication of information, social values and feelings, myths and realities, school and business, literature and news, society and culture.

Exercises use the problem solving format. The book is contemporary, both in appeal and in illustrations used and problems posed.

Repath, Austin	<i>The Mass Media and You</i>
Don Mills, Ontario: Longman Canada Ltd.	1966

This paperback discusses the effect upon the individual of the mass media. It defines and reviews the whole spectrum of communication. It is value oriented, and provides insight into the power of the media and how it affects and changes social mores which are motivated by vested interests. The book is written in an easy style and should pose no problem for the average student.

Ruby, Lionel	<i>Logic and Critical Thinking</i>
Toronto: Holt, Rinehart & Winston	1970

A pamphlet from the Aspects of English series, which develops the processes of logic in deductive and inductive reasoning with the aim of developing in the student a facility for "exercising or involving careful judgment or judicial evaluation". The material is challenging but serves as a good reference in this particular area of the reasoning process.

Schneider, John L.	<i>Reasoning and Argument</i> <i>(Aspects of English Series)</i>	
Toronto: Holt, Rinehart & Winston	1967	73 pages

"The ultimate goal of this book is to help you to become a reasonable thinker." Schneider tries to achieve this goal by having the reader examine the function of language, scientific (inductive) reasoning and logical fallacies. His style is readable and chatty and attention is held with well illustrated cartoons. The exercises and discussion questions after each chapter are closely related to the content but many tend to be fairly academic and not too suitable for group work.

Slade, Mark	<i>Language of Change</i>		
Toronto: Holt, Rinehart & Winston	1970	\$2.50	186 pp.
Paperback	Well-illustrated		
Grade twelve or college reading level			

This book examines new forms in art, writing, movies and architecture and shows how they affect the social and scientific structures of the world. The illustrations are interesting and could be used in classrooms as examples of "new communication forms". The prose is difficult and assumes an extensive reading background in the reader.

Stageberg, Norman C., and W. L. Anderson	<i>Readings on Semantics</i>	
Toronto: Holt, Rinehart and Winston	1967	Illustrated

The editors using articles by writers such as Schlauch and Hayakawa, illustrate that language is a powerful instrument for controlling men's thoughts and moving others to action. Topics include connotation, classification, bias words, euphemism and logic. Exercises are included.

Teringo, J. Robert and Robert J. Sweet	<i>The Mind Benders</i>		
Toronto: McGraw-Hill Ryerson	1970	\$1.50	96 pp.
Paperback	Many photographs and diagrams		
Easy high school reading level			

This pamphlet has sections on "How Good Is Your Visual Perception?", "Mind-Set In Visual Perception", "Perception In Advertising", "Radio", "Movies", "Print", and "Music In Mass Media". The illustrations, chosen to show how the human mind can be deceived, make this an extremely interesting book which should appeal to most young people.

Thayer, F. et al	<i>The Media Primer</i>		
Agincourt, Ontario: Methuen Publications	1970	\$6.95	159 pp.
Hard cover	Illustrated with photographs		
Canadian glossaries of newspaper, radio and television terms			

A handbook of appropriate writing techniques for each form of the mass media. Basic information on the ways in which words are handled and employed by reporters, magazine journalists, and radio and television script writers, methods of scripting radio and television commercials are included. Also included is a chapter on photojournalism.

Vance and Milne	<i>Folios for Writers</i>
Toronto: Clarke, Irwin	1969

The folios, one each for poetry, exposition, narration and description provide guide outlines for use on an individual basis or in small group discussion. In the folio on narration, for example, areas of study include the letter, the diary, the telegram, phone calls and short plays. A series of photographs invites observation and, perhaps stimulates or suggests topics for written comment by students.

Weber, Kenneth	<i>Prose of Relevance I and Prose of Relevance II.</i>
Agincourt, Ontario: Methuen Publications	1971

These two Canadian publications contain collections of current thought-provoking topics which can be used effectively for class discussion on contemporary Canadian problems. Propaganda techniques are clearly illustrated.

Weinland, James D.	<i>How to Think Straight</i>		
Littlefield, Adams & Co., Totowa, New Jersey	1966	\$1.75	148 pp.
Paperback	Contains diagrams		
Grade twelve or college reading level			

The book contains a number of examples which illustrate thought processes as well as having a definition of thinking, the elements of thinking, and material on the inductive and deductive methods, probability and statistics, creative thinking and fallacious reasoning. The teacher should find it a good source of ideas.

Weir, Austin E.	<i>The Struggle for National Broadcasting in Canada</i>		
Toronto: McClelland & Stewart	1965		477 pp.
Paperback	Illustrated with some photographs		

A valuable reference in the area of the history of radio in Canada. The book traces the beginnings of radio broadcasting in this country, discusses the development of national broadcasting and radio and television, and looks at broadcasting today. A comprehensive bibliography of material related to the development of national broadcasting in Canada is included. Contains numerous interesting and amusing anecdotes that reflect the problems that confronted the pioneers of broadcasting in Canada.

Wheeler, Paul M.	<i>Adventures With Words</i>		
Toronto: Holt, Rinehart & Winston	1969	Illustrated	

This author concentrates on the processes which make English a rich language. The book contains illustrative and specific information. Included are refreshing and challenging exercises. Appended is a section of word roots, prefixes and suffixes.

Worsnop, Chris M.	<i>What Do You Think</i>		
Toronto: Copp Clark	1970		

This volume contains a challenging collection of opinions on a wide variety of subjects. It is useful for providing students with material which they can evaluate for logic, validity and propaganda. The variety of topics provides much needed material for heterogeneous classes. The wide range of difficulty in comprehension and class evaluation makes this a useful resource book for teacher and student.

LITERATURE 21a and 21b

FOREWORD

Communications 21 a and b and Literature 21 a and b which replace Language 21, Language 22, Literature 11 and Literature 21 are intended to provide greater choice for students. All the modules focus on the basic skills of writing, reading, viewing, listening, speaking and acting and they provide for student involvement and enjoyment. In both Communications and Literature modules, emphasis has been placed on the improvement in writing skills as a continuing process.

Each of the modules is considered an integral part of the secondary language arts program, the skills and concepts of which are outlined in Section A of this Handbook.

Communications 21 and Literature 21 are available to students in Grades X, XI and XII.

Students may select modules for three (3) credits or six (6) credits. If they select modules for three credits, they register in 21a; a subsequent registration for three credits would be in 21b. If the selection is for six credits, they register in 21a and 21b.

Three (3) credits will be granted for any *two* Literature modules or any *one* Communications module. Six (6) credits will be granted for any *four* Literature modules or any *two* Communications modules. (Prerequisites in the Communications modules will be an overriding consideration.)

The total of six credits may be awarded to a student taking instruction in either the Communications or Literature modules exclusively.

Students may enrol in both Literature 21 and Communications 21 and be granted the maximum of twelve (12) credits.

INTRODUCTION

The literature elective program replaces the Literature 11 and 21 courses with a variety of mini-courses or "modules". The decision to make this change was based upon the need to create greater motivation for appreciating and enjoying a wide spectrum of literature.

The areas of literature developed were based on a wide survey of Alberta high school student preferences. Students and teachers will be able to select modules cooperatively from the total offerings. This would allow teachers to teach from strength and allow students to pursue areas of their interest.

THE LITERATURE MODULES SUBSCRIBE TO THE MAJOR OBJECTIVES AS STATED ELSEWHERE IN THE *LANGUAGE ARTS HANDBOOK*, ESPECIALLY THE INTEGRATION OF LANGUAGE AND LITERATURE THROUGH THE SKILLS OF WRITING, READING, VIEWING, LISTENING, SPEAKING, AND ACTING IN A VARIETY OF GENRES AND MEDIA.

The operation of the module program is intended to be locally organized to provide for the greatest flexibility in time, scope, and credit value. No more than a total of six credits will be available to students taking modules exclusively in either the Communications or Literature electives. However, student-teacher enthusiasm could lead to one module being developed in scope to produce three credits.

It is expected that students will be guided towards a profitable choice of modules by English departments providing full information on the electives offered prior to registration. It is not expected that all schools would necessarily offer all the modules in any single year or semester.

The offerings outlined in this handbook are intended to provide the first approved modules of what may become a wide variety of accredited literature modules. For future development, it is hoped that both teachers and students will propose their own syllabi for a module development. Such proposals should meet the skills and concepts as outlined earlier in this book. These should be sent to local central offices for approval and for submission to the Department of Education for ratification.

NOTE: Sources and prices of materials are given as available at time of writing. However, both are subject to change and use of catalogues is advisable for ordering. Prices, particularly, are subject to change. Books may be ordered through the School Book Branch if desired.

A. THE NOVEL: SIX MODULES

I. INTRODUCTION

It is suggested that a study of the novel at the senior high school level be treated as a sample of the writing that has arisen in this genre and/or has originated in various countries. The emphasis should be upon developing an enjoyment from reading and upon developing a critical sense of appreciation appropriate to those in the 15 - 18 year old age group.

The following lists of titles are not intended to be exhaustive nor completely representative; they are merely suggested titles that have been well received by senior high school students at all ability levels.

II. BASIC REFERENCES

Teachers may not want to use all of the books listed. Probably six titles would be sufficient for use in any one module. Additional novels may be used for exceptional students. It is noted that resources and funds may impose certain limitations on choices of either novels or modules.

III. OBJECTIVES

1. To foster enjoyment from reading novels.
2. To develop the student's own insights regarding himself, his world and others in that world.
3. To develop in the student a critical appreciation of many different novels that have been written.
4. To develop the student's ability to express himself critically and articulately in all phases of expression encompassing the various media — whether it be audio visual, verbal or written.

IV. SUGGESTED APPROACHES

CLASS:

The same title is read by everyone. This can be done, part orally (both teacher and student readers) and silently. Then, in discussion, the teacher suggests criteria and approaches for responding to and evaluating a novel. This information could then be used to help with the reading and study of the other novels.

GROUPS:

Groups of four or five are assigned a novel to read. (Three of the remaining novels can be handled in this way.) Each group, including the teacher, discusses the novel and prepares an evaluation. These evaluations can then be exchanged with another group or groups that have read the same novel and an interchange of ideas takes place.

INDIVIDUALS:

By this time the students have read four of the five books. Whichever book they have not as yet read, they read on an individual basis. The product of this reading can be a written paper that ties all the books together or deals with the last book alone.

For further suggestions regarding the study of the novel, see the junior high school section.

V. EVALUATION

There may be a danger in over-evaluating the novel. One of the teacher's main concerns should be the student's response to the novel and we may not always be able to evaluate this with any degree of quantifiable certainty.

Group critiques and group discussion can be evaluative instruments. The individual essay could be the summing up of the module. There should be continuous opportunity for the student to make a creative response. This might be in the manner of parodies of style, poems arising out of new ideas, short fiction, dramatizing incidents, photo essays and films.

1. ADVENTURE AND MYSTERY NOVELS

I. INTRODUCTION

This module is designed to give the student an opportunity to read and enjoy escape fiction. Considering that much of his adult reading may be of this nature, this module attempts to sharpen the student's ability to discriminate between the good and the bad writing in this area.

II. BASIC REFERENCES

Boulle, Pierre	<i>The Bridge Over the River Kwai</i>	
New York: Bantam		\$.60

Gripping drama of warfare in Southeast Asia, centering around a railway bridge in the heart of the jungle.

Christie, Agatha	<i>The Murder of Roger Ackroyd</i>	
New York: Pocket Books		\$.75

One of Agatha Christie's earliest and best.

Deighton, Len	<i>The Ipcress File</i>	
New York: Crest		\$.75

In a bristling satire of the C.I.A. and Scotland Yard, a British secret agent races across the globe to capture and return a defecting biochemist.

Doyle, Arthur C.	<i>The Hound of the Baskervilles</i>		
New York: Lancer	1969	c1902	\$.60

One of the most thrilling and eerie of the Sherlock Holmes' tales.

DuMaurier, Daphne	<i>Rebecca</i>		
New York: Avon	1969		\$1.25

The mysterious atmosphere of an old English estate and the peculiar behavior of the housekeeper arouse a bride's suspicions concerning her husband's beautiful first wife.

Durrell, Lawrence	<i>White Eagles Over Serbia</i>		
New York: Avon		c1957	\$.60

Fast moving spy story set in Yugoslavia just before Tito's split with Stalin. A British secret agent, disguised as a Serbian, investigates rumours of Royalist activities in the mountains and meets danger and the unexpected.

Fowles, John	<i>The Collector</i>		
New York: Dell	1969	c1963	\$.95

The horror story of Clegg, cold blooded butterfly collector, and Miranda, a young woman whom he kidnaps.

Greene, Graham	<i>Our Man in Havana</i>		
New York: Bantam	1969	c1958	\$.75

A harmless British salesman in Cuba, unwittingly embroiled in the Secret Service, plays too convincingly and finds he is the target of a murderous manhunt.

MacInnes, Helen	<i>Decision at Delphi</i>		
New York: Crest	c1960		\$.95

This modern mystery weaves a sinister plot around a young man sent to the Mediterranean on a simple assignment.

MacLean, Alistair	<i>Guns of Navarone</i>		
New York: Fawcett World	1969	c1957	\$.95

How a British sabotage team attempted to destroy a powerful battery of German guns concealed on an island in the Eastern Mediterranean during World War II.

Stewart, Mary	<i>This Rough Magic</i>		
New York: Crest (Fawcett World)		c1964	\$.95

A young English actress visiting the Greek Island of Corfu becomes involved in a strange adventure with a retired Shakespearean actor, a friendly dolphin, and a romantic hero.

Tey, Josephine	<i>Daughter of Time</i>		
New York: Dell		c1951	\$.50

The case of Richard III is a fascinating "whodunit" of the murder of the princes in the tower.

2. THE AMERICAN NOVEL

I. INTRODUCTION

This module while being American should not attempt to define what it is to be an American. Although some of the writing that has come out of America may spring from specific American concerns, content goes beyond national boundaries to universal concerns.

II. BASIC REFERENCES

Borland, Hal	<i>When the Legends Die</i>	
New York: Bantam		\$.60

The story of a young Indian boy forced to live in a white world. In an attempt to discover who he is, he passes through bitter disillusionment before becoming a man.

Bradbury, Ray	<i>Fahrenheit 451</i>	
New York: Ballantine		\$.75

Book burning raised to a principle in the future. A warning regarding our tendencies to rely on television as a primary source of escape and entertainment.

Buck, Pearl S.	<i>The Good Earth</i>	
New York: Pocket Books		\$.95

Through persistent labor and a bit of luck, a Chinese peasant rises slowly to become a wealthy landowner.

Crane, Stephen	<i>The Red Badge of Courage</i>	
New York: Macmillan		\$.65

The waste, horror and destruction of war are realistically shown in one boy's experiences during the terrible conflict of the American Civil War.

Hemingway, Ernest	<i>A Farewell to Arms</i>	
New York: Scribner		\$2.36

A young couple escapes the rigors of the First World War only to undergo a deeply personal tragedy.

Lewis, Sinclair	<i>Babbitt</i>	
New York: New American Library		\$.95

The typical American businessman in a small town is satirized in the life story of one complacent real estate agent.

McCullers, Carson	<i>The Heart is a Lonely Hunter</i>	
New York: Bantam		\$1.25

A group of strangely different, lonely people in a southern town communicate their troubles to a deaf mute.

Steinbeck, John	<i>Of Mice and Men</i>	
New York: Bantam		\$.75

The tragic friendship of a migrant worker and a giant halfwit whose dreams are thwarted by misunderstanding and death.

Vonnegut, Kurt	<i>Player Piano</i>	
New York: Avon		\$.95

Vonnegut's first novel and a prediction regarding man's loss of freedom and control of his own destiny. A world in which technology reigns supreme.

3. THE BRITISH NOVEL

I. INTRODUCTION

This module offers the student the opportunity to survey the last one hundred years of the British novel. The novels range from classic to modern and should provide the opportunity to read and to enjoy many novels not encountered elsewhere.

While the range of titles may lend itself to a survey of the British novel, it does not restrict itself to such an approach. It may be profitable to compare the treatment of a similar theme in a novel written during the nineteenth century with its treatment in a contemporary novel.

II. BASIC REFERENCES

Bates, Herbert	<i>Fair Stood the Wind for France</i>	
New York: Popular Library		\$.50

The escape of an English bomber crew from occupied France is planned by a heroic French girl in this novel of restrained suspense.

Bowen, Elizabeth	<i>The Death of the Heart</i>	
New York: Random House		\$1.65

A deeply moving tragedy of adolescence, brought about by adult insensitivity and cruelty.

Bronte, Emily	<i>Wuthering Heights</i>	
New York: Macmillan		\$.95

A tale of psychological horror deriving from the morbid passions of a vindictive and ill-treated waif. An eerie drama of love and hate against a background of lonely Yorkshire moors. First published, 1847.

Clarke, Arthur	<i>A Fall of Moondust</i>	
New York: Harcourt Brace Jovanovich Inc.		\$1.25

Tourists on a cruise ship are trapped beneath a sea of dust on the moon.

Dickens, Charles	<i>Great Expectations</i>	
New York: Lancer		\$.60

The story of Pip, offered "great expectations" by an unknown benefactor, has touching as well as amusing chapters. The Thames marshes are the background, and the characters, Joe Gargery and Miss Havisham, are among Dickens' best.

Durrell, Lawrence *Dark Labyrinth*
New York: Pocket Books Inc. \$50

A group of tourists becomes lost exploring a vast tunnel. Eventually, they reach daylight and a plateau from which there is no escape.

Godden, Rumer *An Episode of Sparrows*
New York: Viking Press \$1.85

Two London waifs make a garden from a packet of cornflower seeds which they have found on the street, and several lives are touched as a result.

Golding, William *The Inheritors*
New York: Pocket Books Inc. \$.95

The struggle for survival between Neanderthal man and our ancestors. A sad and sympathetic story about innocence and evil.

Hardy, Thomas *Tess of the D'urbervilles*
New York: New American Library \$.75

The tragic story of a woman betrayed, victim of circumstances and of evil in others.

Hilton, James *Lost Horizon*
New York: Pocket Books, Inc. \$.95

The adventures of four kidnapped people in a mysterious lamasery in the mountains of southern Tibet.

Hines, Harry *Kes*
London: Penguin \$1.00

A lonely boy in the midlands of England finds and tames a kestrel. An indictment of a discompassionate education and society.

Hudson, William *Green Mansions*

An idyll of romance in the Venezuelan forests, enriched by the observation of a great naturalist.

Sillitoe, Alan	<i>The Loneliness of a Long Distance Runner</i>	
New York: New American Library		\$.75

A short novel about a boy from a reform school who deliberately refuses to win a race, rejecting any triumph, no matter how gratifying.

4. THE CANADIAN NOVEL

I. INTRODUCTION

One should study the Canadian novel to find out what it means to be a Canadian in relationship to certain universal concerns common to *all* cultures. In so doing, one may well increase one's own awareness of what it means to be a Canadian in the twentieth century.

II. BASIC REFERENCES

Bodsworth, Fred	<i>The Sparrow's Fall</i>	
New York: New American Library		\$.75

Jacob Atook, a Canadian Indian, faces the dilemma of killing for food to survive or obeying his god's will and sparing all life. His experiences in tracing a starving caribou teach him that death and life are inseparable in the stark land in which he lives.

Buckler, Earnest	<i>The Mountain and the Valley</i>	
Toronto: New Canadian Library		\$2.50

Set in a small Nova Scotia village, this story traces the development of a lonesome sensitive farm boy who is physically handicapped but mentally brilliant.

Davies, Robertson	<i>Fifth Business</i>	
New York: New American Library		\$1.25

In this portrayal of the disparity between the outline of a man's life and his inner experience, Dustan Ramsay describes his role in the lives of four of his friends, their fates intextricably joined by so trivial an incident as the throwing of a badly aimed snowball.

Kreisel, Henry	<i>The Betrayal</i>	
Toronto: New Canadian Library		\$2.50

A penetrating study of guilt in modern society, set in Edmonton and Europe.

Laurence, Margaret *The Stone Angel*
Toronto: New Canadian Library \$2.50

Hagar Shipley, 90 years old, looks back on her life in a series of portraits. She emerges as a believable, curiously lovable human being, with many faults, yet undefeated by life.

McDougall, Colin *Execution*
Toronto: Macmillan (Laurentian Library) \$1.25

A powerful novel of events that befall Canadian infantry soldiers in the Second World War.

MacLennan, Hugh *Barometer Rising*
Toronto: New Canadian Library \$1.95

The search by a young soldier for the only man who can clear of a court-martial conviction, a tender love story, a hidden father-son conflict climaxing in the dreadful Halifax explosion of 1917.

Mitchell, William *Who Has Seen the Wind*
Toronto: Macmillan \$1.95

Growing up in a small Saskatchewan town brings to life the thoughts and feelings of a young boy as he meets everything from adventure and fun, to fear and sadness.

Roy, Gabrielle *Where Nests the Water Hen*
Toronto: New Canadian Library \$1.50

The story of every day life of the simple people who live in the modern frontier of Northern Manitoba. It captures the joy and peace enjoyed by the people who inhabit this region of lakes and moving grass.

St. Pierre, Paul *The Breaking of Smith's Quarter-horse*
Toronto: Ryerson \$1.20
Use the school edition only

Set in the Caribou Country of B.C., it captures the wit, irony and rugged individualism of the ranchers and Indians involved in the breaking and training of a cutting horse.

Theriault, Yves

Agaguk

Toronto: Ryerson

\$1.95

An authentic novel based on the life of a young Eskimo hunter.

5. RECENT BEST SELLERS

I. INTRODUCTION

This is an introduction to those novels that have been labelled "Best Sellers". Through the reading of these popular novels, published since 1960, an answer to the question, "What makes a best seller?" should emerge. (Note: *In this module one may be well advised not to attempt to adhere to the criterion of 6 novels per student established earlier. Many of these novels are quite lengthy and thus 3 or 4 novels may be adequate.*)

II. BASIC REFERENCES

Chrichton, Robert

Secret of Santa Vittoria

New York: Dell

\$.95

Resourceful Italian villagers hide a fortune in wine to keep it from falling into the hands of Nazi occupation troops.

DuMaurier, Daphne

House on the Strand

Penguin

\$1.25

A haunting story of past and present, of hallucination and reality. Richard Young tries a new hallucogenic drug which takes him on a trip 600 years into the past.

Greene, Graham

Travels With My Aunt

New York: Bantam

\$.95

A rollicking novel, quite different from the older Greene novels, involving a middle-aged nephew and an aged aunt in a series of wild and sometimes risqué adventures in their travels from England to Turkey to Paraguay.

Hailey, Arthur

Airport

New York: Bantam

\$1.50

In the space of a single night at an International Airport nearly every imaginable man, machine or function goes wrong.

Kellog, Marjorie *Tell Me That You Love Me, Junie Moon*
New York: Popular Library \$.75

An unusual novel with appeal for mature teenagers, this tells the story of three hospital patients who decided to live together because they had no place to go when they were discharged.

Knebel, Fletcher *Vanished*
New York: Avon \$1.25

A mystery story based on the disappearance of a prominent Washington lawyer, friend and adviser to the President.

Maclean, Alistair *Force 10 From Navarone*
New York: Crest

A sequel to Guns of Navarone. A fast moving suspense story.

Portis, Charles *True Grit*
New York: Signet \$.95

A fresh and original novel of the American frontier.

Potok, Chaim *The Chosen*
New York: Crest \$.95

Growth of friendship between two Jewish boys and the differences each experiences in his home life.

Renault, Mary *Mask of Apollo*
New York: Pocket Books \$.95

An excellent novel about a Greek actor of the classical school. Setting is Athens and Syracuse in the time of Plato.

Serling, Rod *The President's Plane is Missing*
New York: Dell \$.95

A novel of mystery and suspense with a Washington background.

Stewart, Mary	<i>The Crystal Cave</i>	
New York: Fawcett World		\$.95

The story of Merlin and his vision that led him towards the light in fifth century Britain torn by divided loyalties, both physical and spiritual.

Uris, Leon	<i>Mila 18</i>	
New York: Fawcett World		\$1.25

A bitterly realistic picture of life in the Warsaw Ghetto during the forty-two days it held out against the Nazis' attempt to exterminate the Jews.

West, Morris	<i>Ambassador</i>	
New York: Dell		\$.95

A controversial novel which resembles certain actual events, shows the moral crisis of a United States Ambassador to South Vietnam faced by circumstances to support a military coup against the tyrannical but likable President.

6. THE TWENTIETH CENTURY NOVEL

I. INTRODUCTION

This module makes no distinction as to the national origins of the writings. Many of the novels currently being written deal with the individual in a world grown too complicated, chaotic and depersonalized.

II. BASIC REFERENCES

Bradford, Richard	<i>Red Sky at Morning</i>	
New York: Pocket Book		\$.95

A delightful novel about a teenager growing up in a small town in New Mexico during the war years.

Green, Hannah	<i>I Never Promised You a Rose Garden</i>	
New York: Signet		\$1.25

The story of a sixteen year-old schizophrenic girl's struggle to rejoin the world outside.

Hemingway, Ernest	<i>A Farewell to Arms</i>	
New York: Scribner		\$2.36

A young couple escapes the rigor of World War I only to undergo a deeply personal tragedy.

Hines, Barry	<i>Kes</i>	
London: Penguin		\$1.00

A lonely boy in the midlands of England finds and tames a kestrel. An indictment of discompassionate education and society.

Jackson, Shirley, ed.	<i>The Bird's Nest</i>	
New York: Ace Books		\$.95

Based on fact but treated as fiction. An interesting psychological novel dealing with a woman who has several personalities all attempting to control one body.

Keyes, Daniel	<i>Flowers for Algernon</i>	
New York: Bantam		\$.95

A journal of a retarded young man who, through an experiment, becomes a genius and becomes aware of the smallness and cruelties of normal people.

Remarque, Erich	<i>All Quiet on the Western Front</i>	
New York: Crest (Fawcett World)		\$.75

Perhaps the best known World War I novel, it blends images of war's bestiality with scenes of the battleborn brotherhood of men.

Solzhenitysn, Alexander	<i>One Day in the Life of Ivan Denisovitch</i>	
New York: New American Library		\$.95

As the title states, this is one day in the life of an inmate of a Soviet labor camp. A story of survival and dignity.

Trumbo, Dalton	<i>Johnny Got His Gun</i>	
New York: Bantam		\$.95

A bitter anti-war novel about one man who might have been better off dead.

B. POETRY

POETRY: 2 MODULES

INTRODUCTION

The conciseness of thought and the vitality of expression which only poetry can present have become overshadowed by the glaring two-liners of advertising jingles and by the massive emphasis on reading prose. The beauty of images and the grade of rhythm that have been the tools of the poet throughout time have been effectively swamped by a sea of prose. As a consequence students should be given the opportunity in the classroom to sample poetic creativity.

The two modules on poetry attempt to show the beauty of the poetic craft as a modern conveyance for realistic and relevant thought, in addition to showing the magic of poetry as a literary form. The materials have been chosen with the art of poetry as the major consideration, but poets with substantial reputations have been included so that the student is able to study poetic thought in more depth. Undoubtedly the student will quickly realize poetry-song lyric relationship and will seize the opportunity to carefully study some lyrics as a form of modern poetry.

Although many poems carry important messages and it is necessary that students are able to understand these themes, the main objectives of the poetry module are to view poetry as a cultural medium and to enjoy poetry as an art form. In the list of module objectives, the irresistible urge to tear poems into bits and pieces for microscopic inspection should rank well below the pure enjoyment of reading poetry.

7. CANADIAN POETRY

I. INTRODUCTION

It is difficult to define the Canadian culture as something that is distinctive because cultural backgrounds differ from region to region. To develop an understanding of the total Canadian culture, it is desirable to study the literature of these areas. Canadian poets have an international reputation in both pure poetry and song lyrics. Students of poetry will soon discover that the artistry of Canadian poets is comparable to that of any country in the world.

II. BASIC REFERENCES

Purdy, A. W. (ed.) *Fifteen Winds*
Scarborough: McGraw-Hill Ryerson 1970

This is an anthology of representative Canadian poets ranging from Earle Birney of British Columbia to Irving Layton of Montreal.

III. SUPPLEMENTARY MATERIALS

Texts

- Mandel, Eli. *Five Modern Canadian Poets*
Toronto: Holt, Rinehart, Winston, 1970
- Smith, A.J.M. *Masks of Poetry*. N.C.L., 1962
- Wilson, M. *Poetry of Mid-Century*. N.C.L., 1970
- Wilson, M. *Poets Between the Wars*. N.C.L., 1970
- Buitenhuis, P. (ed.) *Selected Poems of E. J. Pratt*
Macmillan, 1968
- Pacey, D. *Ten Canadian Poets*. Ryerson, 1966
- Klinck, C.F. & Watters, R.E. *Canadian Anthology (rev.)*
Gage, 1966

Periodicals and Magazines

- Woodcock, G. *Canadian Literature*
University of B.C., published quarterly
- Moss, J. G. *Journal of Canadian Fiction*
Bellrock Press, published quarterly
- Other periodicals such as Tamarack Review and magazines such as Saturday Night are valuable to a study of Canadian literature.

Other Resource Materials

Modern song lyricists such as Joni Mitchell, Gordon Lightfoot and Leonard Cohen have albums available.

Teachers are advised to consult the following catalogues for additional materials:

- a. National Film Board catalogue
- b. Catalogue of C.B.C. publications
- c. Audio Visual Branch catalogue from the Department of Education

IV. SUGGESTED APPROACHES

1. Students may be encouraged to examine the paintings and drawings of Canadian artists in order to see a parallel in the development of the fine arts with poetry.
2. Students may wish to extend their poetry study to include an examination of Canadian lyricists in the popular music field.
3. Students may be prepared to do some written critiques on poets, poems and the total Canadian poetry scene.

4. Students may attempt to test their own creative powers through the poetic art.

For other suggestions see the Modern Poetry module.

8. MODERN POETRY

I. INTRODUCTION

The key word to modern poetry is variety. One of the major considerations of this module is to examine modern poetry in terms of variety in theme, form and diction. The module has been designed to present only British and American poetry. (Canadian poetry is given special treatment in the previous module.) The texts have been chosen so the student is able to place the emphasis on any area he wishes. The choice may be entirely American, entirely British, or any combination of the two.

II. BASIC REFERENCE TEXTS (It is not necessary to use all three)

Black, E. L. (ed.)	<i>Nine Modern Poets</i>	
Toronto: Macmillan	1969	\$1.95

This is an anthology of modern British poetry. A short sketch of the life of each poet prefaces his poetry to enhance the student's understanding.

Lougee, D. (ed.)	<i>Five Modern British Poets</i>	
Toronto: Holt, Rinehart, Winston	1970	\$1.62

This book contains the poetry of modern British poets with some added information about the lives of the poets and questions for discussion. Poets included are W. H. Auden, Philip Larkin, Dylan Thomas, Ted Hughes and Alastair Reid.

Lougee, D. (ed.)	<i>Five Modern American Poets</i>	
Toronto: Holt, Rinehart, Winston	1970	\$1.62

This book is very similar to *Five Modern British Poets*. Poets included are E. E. Cummings, Theodore Roethke, Richard Wilbur, James Dickey and W. S. Merwin.

III. SUPPLEMENTARY MATERIALS

Reeves, J. (ed.)	<i>The Modern Poet's World</i>	
London: Heinemann, 1968		
Enroth, C. A. (ed.)	<i>Early Modern Poets</i>	
Toronto: Holt, Rinehart, Winston, 1970 \$1.62		

Healy, M. K. (ed.) *Robinson and Frost*
Toronto: Holt, Rinehart, Winston, 1970 \$1.62

Sohn, D. A. and Tyre, R. (eds.) *Frost*
Toronto: Holt, Rinehart, Winston, 1967

Magazines such as Atlantic Monthly are often valuable as sources of modern literature.

IV. SUGGESTED APPROACHES

The approach used will depend on whether the students are primarily interested in new themes or new treatment of old themes or whether the students wish to do an in-depth study of a particular group of poets or a survey of the whole period.

1. Since the enjoyment of poetry is a major objective, oral and visual presentations might be used to stimulate student appreciation of the art.
2. Group discussions, debates or oral papers on themes and characterizations often lend themselves to the study of modern poetry.
3. Many poems may be dramatized in the form of a poet's theatre.
4. Once taught the basic criteria for literary criticism, students may find it interesting to observe poetry from this point of view.
5. After students have studied the art of poetry, they could be encouraged to create their own.

C. DRAMA

9. DRAMA IN THREE MEDIA

I. INTRODUCTION

Only seventy years ago, drama was written for performance in a live theatre. Today, drama is written for motion pictures, for the legitimate stage and for television.

The aim of this course is to further the enjoyment of modern drama through a study of the effects that a chosen medium has upon the writing and production of a play.

II. BASIC REFERENCES

Felsen, Henry	<i>Three Stories plus Three Scripts</i>	
Toronto: Scott Foresman		\$1.00

The text covers the technique of transforming the short story into a motion picture script, sample movie scripts and how to read them, the use of dialogue, and the technique of writing for a visual medium.

Huffman, Grant	<i>Today's Drama</i> (Original Title: <i>Six Scripts for Three Media</i>)	
Toronto: McLelland and Stewart		\$2.15

The text is a special teaching edition designed to illustrate how the media of live stage, motion picture, and television affect the creation of the corresponding drama scripts.

III. SUPPLEMENTARY MATERIALS

For the Student

Israel, Charles. <i>The Labyrinth</i>	
Toronto: Macmillan	\$1.00

Voaden, Herman. <i>Nobody Waved Goodbye and Other Plays</i>	
Toronto: Macmillan	\$2.50

Classic and Modern Film Scripts available from General Publishing Company

Don Mills, Ontario	\$2.35
a. <i>The Cabinet of Doctor Caligari</i>	
b. <i>The Battleship Potemkin</i>	
c. <i>The Third Man</i>	

For the Teacher

Ross, T. J. <i>Film and the Liberal Arts</i>	
Toronto: Holt, Rinehart and Winston	\$5.45

A book of 37 essays by such experts as Eisenstein, Crane, Agee, Tiomkin, Riesman,

Amis, McLuhan, Kerouac, and Priestley on such topics as: *Film and Rhetoric*, *Film and Literature*, *Film and the Liberal Arts*, *Film and Society*.

Fischer, E. *Screen Arts: A Guide to Film and Television*

New York: Sheed and Ward, 64 University Press, New York, 10003. \$1.95

An inexpensive introduction to the subject.

McMurtrey, John. *The Dimensions of English*

Toronto: Holt, Rinehart and Winston \$3.95

Brief but succinct, illustrated comments on such alphabetically arranged topics as: film, drama, comedy, hero, irony, plot, tragedy, dialogue, diction.

See teacher references under TELEVISION DRAMA.

IV. SUGGESTED APPROACHES

1. Feature films, on television or 16 mm, could be used inductively to discover the different demands of each medium on drama.
2. Panel discussion and debate could be used to evaluate the effectiveness of techniques used in popular movies, televised plays, and live theatre productions.
3. Individual projects or group work could be used to examine a single medium in depth.
4. Each of the basic texts possesses a wealth of suggested activities with ample opportunity for individual, group, and class projects.

10. TELEVISION DRAMA

I. INTRODUCTION

For the great majority of today's students, a play often means television drama. This could range from "soap opera" to adaptations of plays from the London and Broadway stage, or from award winning television plays to the quasi-drama of situation comedy, doctor, crime, or science fiction series.

If, as a recent Human Resource Council survey concluded, the most popular evening leisure pursuit of Albertans is television viewing, then the need for students to develop some discrimination in the field of television drama becomes evident.

This module is intended to provide a continuing basis for critical standards in television drama.

The overall objective of the course is to provide criteria for both judging and producing television drama. Schools with basic television equipment could encourage student writing and production of television scripts. Schools with limited equipment might emphasize

critical judgment and evaluation of both written television scripts and televised productions from local stations.

II. BASIC REFERENCES

The following Searchlight Drama Scripts are available from the Book Society of Canada Limited, 4386 Sheppard Avenue East, Agincourt, Ontario:

Chudley, Ronald	<i>The Life of Jackson Piper</i>	\$.25
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How does an innocent student accused of cheating prove his innocence?

Dozier, Robert	<i>A Real Fine Cutting Edge</i>	\$.40
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What does a soldier do when confronted by a conflict between his duty and his personal ethics?

Rosenberg, James	<i>The Death and Life of Sneaky Fitch</i>	\$.35
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A freewheeling parody of Westerns.

Ryga, George	<i>Indian</i>	\$.15
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What does an Indian do when his tribal codes have crumbled and the white world makes him feel he belongs nowhere?

Serling, Rod	<i>Noon on Doomsday</i>	\$.30
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A case of small town prejudice in a murder trial.

Vidal, Gore	<i>Barn Burning</i>	\$.15
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Based on William Faulkner's short story of a boy's divided loyalty to his father during the American Civil War.

Davies, Robertson	<i>Voice of the People</i>	\$.20
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A satire on bigots who spend their lives generalizing without supporting evidence.

Willis, Ted	<i>Woman in a Dressing Gown</i>	\$.35
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How small, domestic crises can threaten the chances of a family surviving as a happy unit.

Adrian, Rhys	<i>A Nice Clean Sheet of Paper</i>	\$.20
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A fantasy satire on the conformities in Big Business.

Searchlights teacher notes and commentaries on the above scripts are available on request from the publishers with each class order.

III. SUPPLEMENTARY MATERIALS

For the Student

Kaufman, William (ed.). *Great Television Plays*. New York: Dell. 75 cents

Twelve Angry Men.

Rose

<i>Requiem for a Heavyweight</i>	Serling
<i>The Big Deal</i>	Chayefsky
<i>Lee at Gettysberg</i>	Sapinsley
<i>The Final War of Olly Winter</i>	Ribman

Vidal, Gore. *Best Television Plays*. New York: Ballantine. 75 cents

<i>The Mother</i>	Chayefsky
<i>Thunder on Sycamore Street</i>	Rose
<i>My Lost Saints</i>	Mosel
<i>Man on the Mountain Top</i>	Arthur
<i>A Young Lady of Property</i>	Foote
<i>The Strike</i>	Serling
<i>The Rabbit Trap</i>	Miller
<i>Visit to a Small Planet</i>	Vidal

For the Teacher

UNESCO, Mass Communications Techniques Division, *Teaching a Critical Approach to Cinema and Television*. Screen Education Publication No. 42. Paris. 1964. (Obtainable from N.C.T.E. Eric Ed 029 490 Hardbound \$5.20 or from UNESCO Publications Center, P.O. Box 433, 317 East 35th Street, New York, N.Y. 10016. \$1.00)

Wehr, Samuel D. "The Lively Arts: Are they Literary Too?" High School Journal. April 1969. (Available from N.C.T.E. Eric EJ 003426, 1111 Kenyon Road, Urbana, Illinois, 61801.)

James, Ian R. *Television Production*. Edmonton: Department of Education, Audio Visual Services Branch, Edmonton, Alberta. Free.

A basic handbook specially prepared for television in schools.

Television in Education. Edmonton: Alberta Department of Education, Audio Visual Services Branch, Edmonton, Alberta Free.

A basic introduction to small format television.

IV. SUGGESTED APPROACHES

1. Studying television drama from the points of view of dramatic techniques specially suited to the medium of television. See SUPPLEMENTARY MATERIALS B for information on such topics as: visual presentation of story line, conflict, and characterization; the rapid creation of mood and tone through music and setting; the idea behind the intimate television screen in the presentation of theme.

2. Studying how television drama themes reflect the issues and conflicts of contemporary society.
3. Writing 'mini' television drama scripts with subsequent telecasts in workshop production.
4. Televising a panel discussion on commercially televised plays.
5. Developing **and** applying a set of criteria for effective television drama leading to written, critical commentaries for the school newspaper and magazine.
6. Extracting the formulae behind afternoon soap operas from direct classroom viewing.
7. Writing and producing satires on television drama that is currently popular.
8. Televising children's fairy stories.
9. Televising a short biography.
10. Visiting local television stations.

11. A SHAKESPEAREAN SURVEY: THE PLAYS

I. INTRODUCTION

This module is designed for those students who have some proficiency and interest in the reading and interpretation of Shakespeare's plays and who wish to pursue a representative study of his plays.

II. BASIC REFERENCES

At least six copies of each play chosen from the following list of paperback editions available in the Airmont Classics, McGraw-Hill Ryerson Limited, 330 Progress Avenue, Scarborough, Ontario. \$.50.

<i>Antony and Cleopatra</i>	<i>As You Like It</i>
<i>Henry V</i>	<i>Romeo and Juliet</i>
<i>Coriolanus</i>	<i>Julius Caesar</i>
<i>Cymbeline</i>	<i>Macbeth</i>
<i>Richard III</i>	<i>Hamlet</i>
<i>King Lear</i>	<i>Othello</i>
<i>Twelfth Night</i>	<i>Merchant of Venice</i>
<i>The Tempest</i>	

III. SUPPLEMENTARY MATERIALS

More reference texts on Shakespeare and on his plays have been produced than on any other area of English literature. The following are intended only as a sample of the abundance available.

For the Student

Bentley, G. *Shakespeare and His Theatre*. University of Nebraska.

Chute, Marchette. *Introduction to Shakespeare*. Toronto: Dutton.

Grace, William. *Approaching Shakespeare*. New York: Basic Books Inc.

Halliday, Frank E. *A Shakespeare Companion*. Toronto: Penguin.

For the Teacher

English Journal. National Council of Teachers of English

1111 Kenyon Road, Urbana, Illinois, 61810. (See frequent articles on the teaching of Shakespeare.)

Evans, B. *Teaching Shakespeare in the High School*
Toronto: Macmillan

Illsley, W. A. *Shakespeare Manual for Schools*
Toronto: Cambridge University Press

IV. SUGGESTED APPROACHES

There are probably as many variations in the methods of teaching Shakespeare as there are teachers of English. The following is but one approach that has been found successful with some teachers and some students.

1. The class divides into groups according to the play to be studied.
2. Using the class set of the chosen play, each group experiences the dramatic script through playreading, listening to recordings, watching film and/or film strips.
3. Each group prepares a summary narration plus a dramatized excerpt or excerpts of the play studied, for the rest of the class to see and to hear. Students take turns reading the narrated summaries of the plot with interspersed readings or dramatizations of the highlight scenes.
4. Each student from each group presents orally a personal opinion of what one character in the play means to him or to her.
5. The groups then disperse to work on individual or group research topics chosen from such aspects as the themes of power and ambition; a detailed director's script of a major scene; a study of Shakespeare's women; Shakespeare's clowns; the Shakespearean hero and villain, the theatrical effectiveness of Shakespeare's plays; contrasting interpretations of the same scenes.
6. The research papers are made available for teacher and class discussion and evaluation.

NOTE: Refer to *THE TRAGEDY OF MACBETH* module as an example of how any one of the Shakespeare plays could be taken in depth as a single module study.

12. TRAGEDY OF MACBETH

I. INTRODUCTION

This module is designed to allow the student to study in depth one of the most popular of Shakespeare's plays, *Macbeth*.

II. BASIC REFERENCES

Many paperback editions of *Macbeth* are available and most teachers will probably have a preferred edition.

III. SUPPLEMENTARY MATERIALS

For the Student

Fergusson, F. *Shakespeare's Tragedies of Monarchy: Hamlet, Macbeth, King Lear*. Dell.

For the Teacher

Armour, Richard. *Twisted Tales from Shakespeare*
McGraw, 1957

Deutsch, Babette. *Reader's Shakespeare*.
Messner, 1946

Frame, Douglas. *Night's Black Agents*.
La Mancha, 1967

Harbage, Alfred, ed. *Shakespeare: The Tragedies*.
Prentice-Hall, 1964

Holloway, John. *The Story of the Night*.
University of Nebraska Press, 1961

Knight, G. W. *The Wheel of Fire*.
Methuen, 1962.

Leech, Clifford, ed. *Shakespeare: The Tragedies*.
University of Toronto Press, 1965.

McGovern, A. *Shakespearean Sallies, Sullies and Slanders*.
T. Y. Crewell, 1969

McManaway, J. G. ed. *Shakespeare 400*.
Holt, 1964.

Palmer, J. L. *Political and Comic Characters of Shakespeare*.
Macmillan, 1962

Traversi, K. A. *An Approach to Shakespeare*.
Doubleday (Anchor Books), 1956.

Watkins, R. and Lemmon, J., eds. *Shakespeare, Tragedy of Macbeth*.
Oxford University Press, 1964.

Webster, Margaret. *Shakespeare Without Tears*.
World Pub., 1955

Wilson, J. D., comp. *Life in Shakespeare's England*.
Penguin, 1911.

Filmstrips

The Tragedy of Macbeth. FCM Filmstrips, 1967 (with teaching guide).
Shakespeare's London. Educational Audiovisual Inc., 1962 (with guide)

Films:

<i>Macbeth: The Politics of Power</i>	(28 min.) Encyclopaedia
<i>Macbeth: The Scret'st Man</i>	(33 min.) Britannica
<i>Macbeth: The Themes of Macbeth</i>	(28 min.) Films

Recordings

Elizabethan England, its drama, music and sounds. American Heritage, 1967.
Elizabethan Everyday Life, 1A7693A, 1963.
Shakespeare's London, Lexington LL7694.
The Tragedy of Macbeth, Caedmon SK3231.

IV. SUGGESTED APPROACHES

Not only should the teacher be able to involve students in the interpretive and symbolic ways of reading literature but he must also convince them of the relevance of works from an age other than their own.

1. Rewrite *Macbeth* as a western or in a modern-day context capturing the theme without resorting to melodrama.
2. Add a scene to the play.
 - a. What might have happened before the entrance or after the exit of a character?
 - b. How might the scene be written by other authors?
 - c. How might it be handled differently in various theatrical styles?
3. Prepare a programme of music and readings to give a picture of the Elizabethan age.
4. Compare Shakespeare's *Macbeth* with the historical *Macbeth* in Holinshead's *Chronicles* or the folio editions with later editions and bowdlerized editions.
5. Research the costumes and/or stage designs for *Macbeth*. The final presentation could be supplemented with sketches, models, fabric samples and so on.

D. OTHERS

13. AFRICA'S CONTEMPORARY AUTHORS

I. INTRODUCTION

In these times of shrinking distances and swiftness of travel, it is hoped that many of our Alberta young people will have the opportunity to visit overseas. Modern novels, stories of adventures and autobiographies by authors from distant lands can help overcome cultural differences and promote international understanding. This module was drawn up in an attempt to help students, through literature, to appreciate the African, his culture, and his contributions to the world of today, and to consider the distinctive features of the works of modern African writers.

II. BASIC REFERENCES

Ikiddeh, Ime (comp.) *Drum Beats: An Anthology of African Narrative Prose*

Leeds, Eng.: E. J. Arnold & Sons, \$1.95 (available from J. M. Dent & Sons)

This text includes excerpts from novels and autobiographies from the works of ten of Africa's leading writers. Geographically it covers Africa from Sierra Leone to Kenya and from Egypt to South Africa; it covers pre-colonial times to independence and village life to urban living. The compiler has chosen the best authors to make a very interesting text.

It is suggested the students buy only the anthology *Drum Beats* and one of the following titles.

Abrahams, Peter	<i>Tell Freedom</i>
New York: Macmillan	\$1.50
(available from Collier Macmillan)	

This autobiographical tale, told as though a child were speaking, is more than the story of the author as he grew up in the slums of Johannesburg. It is a mirror of life in a tragic land. On one memorable day when he was very young, Peter was beaten into the realization that he was black, yet the astonishing quality of the book is its lack of bitterness. The simple, yet effective literary style is based on the advice of a teacher, "Read the Bible if you want to see how good English should be written."

Achebe, Chinua	<i>Things Fall Apart</i>
London: Heinemann	\$1.20
(available from Bellhaven House)	

Okonkwo, an important man in the Obi tribe in the days when British administrators were first changing the patterns of life in Nigeria, is exiled by the tribe because of his pride and fears in reaction to the coming of the white man. On his return he is forced into the ignominy of suicide to escape the results of his rash courage. This novel is considered a classic in African literature, noteworthy for its excellent character portrayal.

Laye, Camara

The Dark Child

New York: Farrar, Straus and Giroux
(available from Doubleday)

\$1.95

This deceptively simple autobiography of a "dark child" growing up in Conakry, uncorrupted by the complexity and dislocation of the world, is something rare and valuable. In straightforward, unembellished but sensitive prose, Laye has allowed his memory to choose the facts of his early life, has tastefully arranged them, and has allowed his heart to give them warmth and life. The chapter on the circumcision rites may cause offense to some and should be approached cautiously.

Ngugi, James

Weep Not, Child

London: Heinemann
(available from Bellhaven House)

\$1.30

This first novel of James Ngugi is set in his homeland of Kenya during the struggle for independence. Young Njoroge wishes to be better educated in order to help his father gain control of the land that now belongs to the white men. Everything progresses smoothly until the arrest of Jomo Kenyatta. Gradually all the family members are drawn into the war. Noteworthy in this novel is the quality of the language used and the skillful manner in which it is shaped.

III. SUPPLEMENTARY MATERIALS

Student and teacher reading. Books listed in *Drum Beats*.

Beti, Mongo. *Mission to Kala*. London: Heinemann, \$1.30
(available from Bellhaven House).

Ghali, Waguih. *Beer in the Snooker Club*. New York: Wm. Collins & Sons.
No longer in print but available in libraries.

Ike, Chikwemeka. *Toads for Supper*. London: Wm. Collins & Sons, \$.95

Mphahlele, Ezekiel. *Down Second Avenue*. London: Faber and Faber, \$2.25
(Educational edition available from Oxford University Press)

Nwankwo, Nkem. *Danda*. London: Heinemann, \$1.45
(available from Bellhaven House)

Peters, Lenrie. *The Second Round*. London: Heinemann, \$1.45
(available from Bellhaven House)

Complete list of titles in the African Writers Series is available upon request from Bellhaven House.

Teacher references

Abrash, Barbara. *Black African Literature in English since 1952 — Works and Criticism*
New York: Johnson Reprint Corp., \$3.95

Beier, Ulli. *African Poetry — An Anthology of Traditional African Poems*.
New York: Cambridge University Press, \$1.50

- Hughes, Langston (ed.). *Poems from Black Africa*.
 Bloomington, Ind.: Indiana University Press, \$1.75
 (available from Fitzhenry & Whiteside)
- Laurence, Margaret. *Long Drums and Cannons*
 Toronto: Macmillan of Canada, \$5.50
- Liyong, Taban Lo. *The Last Word*. Nairobi, Kenya: East African
 Publishing House, \$2.00. (available from Bellhaven House)
- Okpaku, Joseph (ed.). *New African Literature and the Arts*.
 2 vols. New York: Thomas Crowell, \$11.95 per volume
 (available from Fitzhenry & Whiteside)
- Pieterse, Cosmo. *Ten One-Act Plays*. London: Heinemann, \$1.70
 (available from Bellhaven House)

Periodicals

African Literature Today: A Journal of Explanatory Criticism
 London: Heinemann

IV. SUGGESTED APPROACHES

1. After a general discussion of the selections in the *Drum Beats* anthology the class could then use a seminar approach, each group studying and discussing one of the other basic texts listed. (See further suggested approaches given in the introduction to the novels' module.)
2. Extensions of this module could be carried out by an intensive study of the other works of one of the authors listed in *Drum Beats*, or studying the works of other authors in the African Writers Series. A great deal of information is to be found on Chinua Achebe; his many novels have been well received. The works of Cyprian Ekwensi are provocative and exciting reading. It is suggested however that the works be carefully read beforehand to determine suitability of materials to the reading level and maturity of the students.
3. A comparison of the writing styles used by African authors and that used by European or North American authors should be useful. Many Africans have a unique touch of humor and satire in their writings.
4. Another comparison could be made with the writings of known non-native African authors such as Alan Paton, as to literary styles, themes and other aspects.
5. The class could study themes and other aspects common to all mankind (not just to one generation or geographic area) such as:
 - the generation gap
 - dominance by others
 - importance of self esteem.
6. Teachers may wish to read the section on the criteria for judging African literature in "Culture and Criticism", on page 13, *New African Literature and the Arts*, Vol. 1. (See teacher references)

14. CANADIANA: SHORT STORY AND HUMOR

I. INTRODUCTION

The popularity of the short story as a literary genre seems to have increased immensely over the past decade; consequently, the offerings in this module should be of great interest to students. The stories in this module should serve as an example of a literature which stands on its own and deserves recognition both within Canada and beyond its borders. As an added dimension, a book of Canadian humor has been included in the list of supplementary texts. The objectives of the module are to stress its importance as an aspect of Canadian culture and to present the short story as a literary genre. The module should create an awareness of the creative talent of Canadian short story writers as well as his reasons for the development of his story. The different views of the various authors should be sufficient to stimulate discussion on the creation of a short story. As a consequence the student should acquire the criteria to write his own short story.

II. BASIC REFERENCES

Metcalfe, J. (ed.)	<i>Sixteen by Twelve</i>
Toronto: Ryerson Press	1970

This book contains sixteen stories by twelve Canadian writers. The authors give their comments on the story they have written as well as their reasons for writing it.

III. SUPPLEMENTARY MATERIALS

Huffman, G. (ed.) *Canadiana*. Toronto: McClelland and Stewart, 1970
Weaver, R. (ed.) *Canadian Short Stories*. Don Mills: Oxford University Press. 1968

Other Reference Material

1. Magazines such as *Saturday Night* and periodicals such as *Canadian Literature* and *Journal of Canadian Fiction* offer substantial material on Canadian literature (see reference list on Canadian poetry module).
2. Both television and radio offer many examples of Canadian humor. Teachers should consult their local listings of broadcasts for such information.
3. Recordings of comedians such as Wayne and Shuster are available at record outlets.
4. National Film Board catalogue.

IV. SUGGESTED APPROACHES

1. Students may wish to participate in a "critic's corner" as a method of evaluating each story.
2. Students could undertake group evaluations using criteria that are known to be applicable to other short stories and thus attempt to compare Canadian short stories with those of Britain and of the United States.

3. Students may wish to hold debates or panel discussions on the themes that are presented by the authors.
4. Students should be encouraged to create their own short stories using the criteria they have discovered in their study of the stories in the text.
5. Students may find the dramatization of a short story appealing.

15. CHILDREN'S LITERATURE

I. INTRODUCTION

This module provides an excellent opportunity for high school students to enter or re-enter the delightful world of literature traditionally reserved for children. During the module students are encouraged to view the material from both a critical and an historical point of view with the emphasis on enjoyment rather than symbolism. Children's literature should provide background enrichment useful to students in coping with adult literature and with their own future children.

II. BASIC REFERENCES

A few copies will be needed of each of the following plus one class set, perhaps of the C.S. Lewis book.

Aesop. *Aesop's Fables*: tr. by S. A. Handford.
London: Penguin. \$1.25

Carroll, Lewis. *Alice's Adventures in Wonderland: and Through the Looking Glass*.
London: Penguin. \$1.25

Grahame, Kenneth. *Wind in the Willows*.
New York: Dell. \$1.95

Kipling, Rudyard. *Jungle Books*. New York: Dell. \$1.95

Lewis, C. S. *The Lion, the Witch and the Wardrobe*.
New York: Macmillan. \$.95

Milne, A. A. *House at Pooh Corner*. New York: Dell. \$1.75.

Stevenson, Robert. *Treasure Island*. London: Penguin. \$.65.

Tolkien, J. R. R. *The Hobbit*. New York: Ballantine. \$.95.

Twain, Mark. *Adventures of Huckleberry Finn*.
London: Penguin. \$1.25

White, E. B. *Charlotte's Web*. New York: Dell. \$.95.

III. SUPPLEMENTARY MATERIALS

Arbuthnot, May Hill (ed.). *Time for True Tales and Almost True*.
New York: Scott, Foresman. 1961 \$11.25

Baring-Gould, W. S. and C. Baring-Gould (eds.) *The Annotated Mother Goose*.
New York: World Publishing. 1967. \$3.95

- Egoff, Sheila and others (eds.). *Only Connect: Readings in Children's Literature in English*
London: Oxford University Press.
- Huck, Charlotte S. and Doris Y. Kuhn. *Children's Literature in the Elementary School*.
New York: Holt, Rinehart and Winston, 1968.
- Merriam, Eve. *The Inner City Mother Goose*.
New York: Simon and Schuster, 1969.
- Opie, Iona and Peter Opie (eds.) *The Lore and Language of Children*.
The Oxford Dictionary of Nursery Rhymes.
New York: Oxford University Press, 1959.
- Smith, Lillian H. *Unreluctant Years: A Critical Approach To Children's Literature*.
New York: Viking, 1967. \$1.50
- Summerfield, Geoffrey (comp.). *Junior Voices (Books I to IV)*
London: Penguin, 1970.

IV. SUGGESTED APPROACHES

Students could:

1. create an advertisement for a favorite book or story. This could be presented as a poster, collage, mobile, box of mystery clues or on video tape
2. present a dramatic reading as in *Story Theatre*
3. give a talk about a book or re-tell a story to the class.
4. write a children's story or a fable.
5. illustrate a story.
6. set up a discussion or a debate on violence, unreality, or sex-role models in children's books.
7. review articles or books about children's literature.
8. write poetry for children.
9. tape interviews with children about stories.
10. present a program to elementary students.

16. CONCEPTS OF THE FUTURE

I. INTRODUCTION

The essay, despite its wide scope and use, is often accused of being the least colorful element in the English curriculum. At the same time, the complaint that schools do not educate for the future carries some validity. This module is a frontal attack on both of these problems.

The module is a thematic study which narrows the field to current essays. This increases the relevancy and interest of materials used.

This module should allow students to discover the forms, scope, and use of the essay; to use and evaluate techniques of predicting the future; and to learn the process of learning

through personal attempts to search, to evaluate, to discard, to assimilate and to re-adjust.

II. BASIC REFERENCES

To be true to the principles of this course on the future, a collection of source books may be used as a core, instead of a single book. Although the prices of some of these materials may be very high, only a few copies of each title are needed. It is desirable that each student in the class have access to the following three titles:

Toffler, Alvin	<i>Future Shock</i>	
New York: Bantam	1970	\$1.95

An anthology of observations and recommendations for living in the future.

Fabun, Don.	<i>Dimensions of Change</i>	
New York: Glencoe	1970	\$5.95

A dynamic anthology of essays, illustrations, excerpts, and graphics concerning changes we are experiencing in all facets of life.

Reich, Charles A.	<i>The Greening of America</i>	
New York: Bantam		\$1.95

A powerful, extended essay. He develops a personal interpretation of history and suggests that "hippies" are really harbingers of life-styles of the future.

III. SUPPLEMENTARY MATERIALS

The following resources may be used to give the teacher a background on futuristic methods and ideas:

Ewald, William R. *Environment and Change: the Next Fifty Years*
Indiana University Press, 1968

An anthology of excerpts from major "futurists" in many fields.

Human Resource Research Council. *Social Futures Alberta 1970 - 1972*

H. R. R. C., Government of Alberta, Edmonton. Out of print.

A summary of six forecasting exercises.

IV. SUGGESTED APPROACHES

Activities

1. Stress the need for current information to force students to exploit the Reader's Guide to Periodical Literature and The Canadian Periodical Index.

2. Take field trips to schools, houses, offices and stores of progressive design to emphasize the relevance of student investigations of the future.
3. Have discussions with architects, town planners and environmentalists to stimulate class activities.
4. Examine various techniques of prediction:
 - a. projection (graphing)
 - b. induction and deduction
 - c. Delphi approach (compilation and tabulation of several expert opinions)
 - d. scatter approach (listing all possibilities; use of probability factors)
 - e. single expert opinion
 - f. brainstorming sessions
5. Apply one method of prediction to an area such as architecture or education.

Principles

1. Encourage the selection of a topic that has strong personal interest but that avoids over-worked areas.
2. Differentiate fact, opinion, preference, prejudgment, authority, tradition. In the contemporary flood of information, students must be prepared for confused perceptions in experts as well as in themselves.
3. Encourage students to evaluate their own learning through key questions. "What did you learn?" "What good is it?" "Do you need to know more?" "Where can you find more?"
4. Encourage the use of rather than the accumulation of information; let students find it and feel free to use it or discard it.

17. NATIVE CANADIAN LITERATURE

I. INTRODUCTION

Universality in literature is that which binds all men together since laughing, weeping, hoping, and fearing are emotions common to all. With this universality in mind, a module on the literature of Canadian Indians and Eskimos may well awaken an understanding of what it means to be a native Canadian and, above all, to be a human being.

This module is designed to increase, in both native and non-native students, awareness of the nature and quality of the cultural contributions of these first Canadians.

II. BASIC REFERENCES

Gooderham, Kent (ed.)

I Am an Indian

Don Mills, Ontario: Dent

250 pp.

This collection of traditional and contemporary essays, poems and short stories are all by native Canadians, covering a wide range of topics and geographic locations.

III SUPPLEMENTARY MATERIALS

Supplementary texts

Clutesi, George	<i>Potlatch</i>	
Sidney, British Columbia: Gray's		\$5.95

The author takes the reader inside the Long House of the west coast Indians to view the symbolic, mystic rites and drama of the last great Potlatch.

Johnson, Pauline	<i>Flint and Feather</i>	
Don Mills, Ontario: Musson		\$3.95

This anthology, first published in 1912, contains a biographical sketch of the author.

Lewis, Richard (ed.)	<i>I Breathe a New Song</i>	
New York: Simon & Schuster		\$6.95

This illustrated collection of 90 poems representing nine Eskimo groups reflects the simplicity and freshness of the title poem. Included are chants, lullabies, taunts, and poems of hunting, love, death, joy and fear.

Stump, Sarian	<i>There is My People Sleeping</i>	
Sidney, British Columbia: Gray's		\$9.50

An Albertan Indian artist has drawn illustrations for each line of this one epic poem.

Background reading

Allan, Iris. *White Sioux-Major Walsh of the Mounted Police*.
Sidney, British Columbia: Gray's. \$5.95.

Bodsworth, Fred. *The Sparrow's Fall*.
Toronto: New American Library. \$.75

Fry, Alan. *How a People Die*.
Toronto: Doubleday. \$5.75

McLuhan, T. C. *Touch the Earth*.
Toronto: New Press. \$8.95

Meade, Edward. *Indian Rock Carvings of the Pacific Northwest*.
Sidney, British Columbia: Gray's. \$8.00

Peterson, Leonard. *The Great Hunger: A Three Act Play*.
Agincourt, Ontario: Book Society of Canada. \$1.35.

Magazines and bibliographies

The Native People. Edmonton: Alberta Native Communications Society.

The Northian, The Magazine of the Society for Indian and Northern Education.
Saskatoon: University of Saskatchewan

Tawow, A Canadian Indian Cultural Magazine.

Ottawa: Department of Indian Affairs & Northern Development.

Alberta Department of Education. *A Bibliography for and About Native People.*

University of Saskatchewan, College of Education.

One Hundred Books For Indian School Teachers.

Films (16 mm. motion pictures)

Circle of the Sun. National Film Board, 1960. 30 min. sd. col. (Available also from the University of Alberta, Department of Extension, and Alberta Department of Extension, and Alberta Department of Education, A. V. Branch.)

Land of the Long Day. National Film Board, 1952. 38 min. sd. col. (Available also from the University of Alberta, Department of Extension.)

Longhouse People. National Film Board, 1950. 24 min. sd. col. (Available also from the University of Alberta, Department of Extension and Alberta Department of Education, A. V. Branch.)

The Loon's Necklace. Encyclopaedia Britannica Films, 1949. 11 min. sd. col. (Available also from the University of Alberta, Department of Extension)

Lord of the North (Alexander MacKenzie). National Film Board, 1964. 28 min. sd. col. (Available also from the University of Alberta, Department of Extension.)

Nanook of the North. Robert Flaherty Films, 1922. Pt. 1 & 2. 50 min. sd. b & w. (Available also from the University of Alberta, Department of Extension.)

Netsilik Eskimos. National Film Board. 21 films, each about 30 min. sd. (In Eskimo without commentary) col. (Available also from Modern Learning Aids.)

Ronnie. Image Films (Edmonton), 1968. 27 min. sd. b & w. (Available also from the University of Alberta, Department of Extension and Alberta Department of Education, A. V. Branch.)

Totems. National Film Board, 1944. 10 min. sd. col. (Available also from the University of Alberta, Department of Extension.)

Other films available from various sources. Contact C.B.C. for release and use of their T.V. films and videotapes.

IV. SUGGESTED APPROACHES

1. Since this module would be of most interest in areas with a high concentration of native population, a display of native handicrafts and artifacts could be arranged to stimulate recognition and pride in Indian or Eskimo achievements.

2. Class attendance at a film starring Chief Dan George could lead directly into a study of his "Our Sad Winter Has Passed" in the basic text.
3. An older member of the Indian or Eskimo community who is well versed in native history and legends could be invited to share his special knowledge with the class.
4. The entire class or small groups using the seminar approach might:
 - a. construct models of Indian or Eskimo encampments as described or implied in any of the basic or supplementary materials.
 - b. create and illustrate legends, poems, stories.
 - c. write and produce plans on
 - traditional Indian or Eskimo themes
 - modern Indian or Eskimo Life.
 - d. present panel discussions regarding the merits of the native writers and the validity of the views expressed through their writings, or
 - e. compare the stereotyped "Hollywood" image of the Indian to the more honest treatment accorded him in recent films.

18. THE ROMANTIC MIND

I. INTRODUCTION

The new Romantics have much in common with those of the nineteenth century: Kesey and Coleridge, Reich and Blake, *The Politics of Sex* and "The Rights of Women". Clearly the Romantic rebellion against mechanistic philosophy, the Age of Reason, and the Industrial Revolution is relevant to the seventies.

This module attempts to draw together special knowledge from teachers of art, music, and history, and materials of the Romantic period and attempts to relate them to the awakening Romanticism of our time. Its aim is to encourage students to relate separated subject areas into a coherent view of man's recurrent quest for "significant truth".

II. BASIC REFERENCES

Teachers and students will likely find it necessary to compile many of their own materials from supplementary sources. If no suitable set of anthologies is available in the school, the following is an inexpensive introduction:

Marshall, William H.	<i>The Major English Romantic Poets</i>
New York: Washington Square Press	1968 \$1.65

III. SUPPLEMENTARY MATERIALS

1. Anthologies
 - Brien, Marcel. *Art of the Romantic Period*.
New York: Frederick A. Praeger, Inc. 1966

- Fleming, William. *Art, Music and Ideas*.
New York: Holt, Rinehart and Winston, 1970 (Library reference)
- Goldberg, Gerry, and George Wright. *I Am a Sensation*.
Toronto: McClelland & Stewart, 1971.
- Inglis, R. B., D. A. Stauffer and E. C. Larsen. *Adventures in English Literature*
Toronto: W. J. Gage, 1952
- Noyes, Russell. *English Romantic Poetry and Prose*.
New York: Oxford University Press, 1956.
2. Visual Aids
 - a. An extensive catalogue of slides and paintings is available from GAF, Masterpiece Order Service, 2403 Stanfield Road, Cooksville, Ontario.
 - b. Four filmstrips at \$8.00 each are available from McIntyre Visual, 3501 Dufferin Street, Downsview, Ontario:
 - i. Neo-Classical and Romantic
 - ii. Romanticism, Naturalism, Realism
 - iii. Impressionism
 - c. Inexpensive folios of art prints come in *The Masters* series, Purnell and Sons, Paulton, North Bristol, Great Britain.
 3. Selections from writers such as
 - a. English romantics

—Keats	—Wordsworth
—Shelley	
 - b. Americans

—Thoreau	—Emerson
—Whitman	
 - c. French

—Hugo	—Dumas
—Chateaubriand	
 - d. German

—Goethe	—Schlegel
—Schiller	
 4. Artists such as Blake, West, David, Delacroix, Friederich, Ingres, Goya, Millet, Turner, and perhaps Impressionists — Manet, Monet, Cezanne, Van Gogh, and especially Gauguin and Rousseau.
 5. Musicians such as Beethoven, Liszt, Schubert, Schumann, Berlioz, Chopin, Wagner.
 6. Thinkers such as Kant, Rousseau, Godwin, Paine, Wollstonecraft, Bentham.
 7. Film: The Romantic Period from Sir Kenneth Clarke's *Civilization*.

IV. SUGGESTED APPROACHES

One possible approach would be for students to relate modern poetry, songs, or films to the Romantic era through themes such as:

1. Natural or Artificial? The value of the common man.
 - a. Sample literature: DeQuincey's "The Literature of Knowledge and

- the Literature of Power"; Grimm (a sample folk tale); Wordsworth's Preface to the *Lyrical Ballads*, "The Tables Turned", and "The Solitary Reaper"; and works by Burns and Gray.
- b. Sample Art: West (North American Indians); Delacroix (North Africa); Gauguin and Rousseau (Islanders); and Blake.
 - c. Sample Music: Folk songs; ballads; Beethoven's English and Scottish folk songs; Liszt's "Hungarian Rhapsodies".
 - d. Contemporary reference: Ecological "Chain of Being"; clothing non-styles; organic foods; and related posters, articles, poems.
2. Toward a New Society (free of "unnatural" customs and "inhibiting" rules).
 - a. **Literature:** Blake's "London", and "Garden of Love"; Coleridge's "Frost at Midnight" and information on the commune on the Susquehanna; Rousseau's *Emile*; Thoreau's *Walden*; Wordsworth's "Lines in Early Spring"; and works by Byron, Godwin and Paine.
 - b. **Art:** Rejection of arbitrary rules of taste and elegance (compare Fragonard to Turner as Pope to Wordsworth; also consider landscaping, architecture, and furniture of neo-classical and Romantic periods.)
 - c. **Music:** Compare Beethoven and Wagner with Bach.
 - d. **Contemporary reference:** communes, family experiments, articles and poems on alternative life styles.
 3. Needed: Free Individuals and Independent Heroes
 - a. **Literature:** Byron's "Prisoner of Chillon"; Hood's "Song of the Shirt"; Shelley's "The Rights of Man"; Thoreau's "On the Duty of Civil Disobedience"; Wollstonecraft's "Vindication of the Rights of Women"; Wordsworth's "Resolution and Independence"; and works of Blake and Burns.
 - b. **Art:** David's "Oath at the Tennis Court", Delacroix's "Liberty Leading the People", Millet's "Man with a Hoe", Van Gogh's "Potato Eaters", West's "Death of General Wolfe".
 - c. **Contemporary reference:** Civil Rights, Chicago Seven, Liberationism.
 4. The Quest: Beyond the Limits of Reason and the Senses.
 - a. **Literature:**
 - i. Transcendentalism — Coleridge's interest in Kant and Oriental religions ("Kubla Khan", "Ancient Mariner"); Emerson's "Nature".
 - ii. The need to experience rather than to analyze and classify Coleridge's "The Ancient Mariner"; Wordsworth's "The Tables Turned" and "Tintern Abbey"; Blake's "Mock on, Mock on, Voltaire, Rousseau".
 - iii. Joy and longing as intimations of divine harmony and significance behind nature, beauty, love — Schiller's "Ode to Joy"; Wordsworth's "The World is too Much With Us"; Coleridge's "Dejection, an Ode"; Keat's "Ode on a Grecian Urn".
 - b. **Art:** Blake, Turner
 - c. **Music:** Wagner's *Tristan and Isolde*; Beethoven's *Ninth Symphony*.
 - d. **Contemporary reference:** Meditation; Jesus People: interest in parapsychology and the occult.

19. THAT UNTRAVELLED WORLD: SCIENCE FICTION

I. INTRODUCTION

"Science fiction on one level may be merely an adventure, a mystery, a suspense story of pure fantasy; at another level, it may deal specifically with certain applications of science; and at its best, it may combine the elements of the foregoing in the novel of social criticism."*

It is hoped that this module based on science fiction will arouse the student's curiosity about the universe, stimulate his imagination, and develop his creativity; that it will teach him to discern the author's purpose, recognize his techniques, and evaluate their success in achieving the desired objectives.

II. BASIC REFERENCES

Asimov, Isaac	<i>Foundation</i>
New York: Avon	\$.75

The Old Empire was crumbling into ancient barbarism throughout the million worlds of the galaxy. Hari Seldon and his band of psychohistorians battled to prevent the predicted thousands of years of anarchy through the creation of the Foundation, ostensibly established to preserve the accumulated knowledge of the Empire.

Lewis, C. S.	<i>Out of the Silent Planet</i>
New York: Macmillan	\$.95

This is the first of a trilogy which uses science fiction to discuss philosophical problems, from a Christian point of view.

Wyndham, John	<i>Trouble with Lichen</i>
Toronto: J. M. Dent	\$1.25

Francis Saxover discovers the secret of eternal youth. He is in doubt as to whether to announce or suppress his discovery. A decision is made for him by Diana who puts his discovery to use, thereby creating further problems.

* Reprinted by permission of the publisher from the Notes and Study Material in Childhood's End (Curllew Classics Edition) © Thomas Nelson & Sons (Canada) Limited.

III. SUPPLEMENTARY MATERIALS

For the student

Books

Asimov, Isaac. *I, Robot*. Toronto: New American Library. \$.60

Robots test the strength of the laws which state that they must serve men, protect men, and protect themselves.

Barter, A. F. and Raymond Wilson (eds.) *Untravelled Worlds*

The twelve stories in this collection represent several of the better-known science fiction writers.

Bradbury, Ray. *The Martian Chronicles*. Toronto: Bantam Books of Canada, \$.75.

The fantasy is composed of short stories which form a continuous narrative about life on Mars.

Bradbury, Ray. *Something Wicked This Way Comes*. Toronto: Bantam Books of Canada \$.75. Boys find their conventional life in a small town affected by the supernatural.

Clarke, Arthur C. *Childhood's End*. Don Mills, Ontario: Thomas Nelson and Sons. \$.75.

The Overlords impose their beneficent will on mankind, producing a Utopia where many find life boring. They establish a community dedicated to artistic experiment and research into the capacities of man.

Heinlein, Robert A. *Podkayne of Mars*. New York: Berkley. \$.75.

Podkayne is a lively fourteen year-old girl whose life on Mars has many interesting aspects. Girls especially will enjoy this book.

Verne, Jules. *Twenty Thousand Leagues Under the Sea*. Toronto: Bantam Books of Canada. \$.75. This early work of science fiction deals with possibilities of invention and discovery. It makes some remarkable forecasts.

Wells, H. G. *War of the Worlds*. New York: Washington Square Press. \$.60

Invaders from another planet wreak havoc in England before being defeated.

Deniken, Erich Von. *Chariots of the Gods*. New York: Bantam. \$1.25.

Using cave drawings, ancient buildings and artifacts, the author presents the theory that our planet has been visited by astronauts from outer space.

Films

What on Earth? (motion picture). National Film Board, 1966. 9 min. 35 sec. sd. color 16 mm.

This film shows what many earthlings have long feared — and what Martians might logically deem to be the case — that it is the auto that has inhabited the earth. An animated film, it shows life on earth as long unending congalines of cars which, of course, the Martian visitors judge to be true inhabitants of earth, while humans seem to be parasites infesting the autos.

Records

Science Fiction Sound Effects. recorded by Mel Kaiser of Cue Recordings

1-12" 1 p 33 1/3 rpm microgroove

Folkways FX-6250

Wells, H. G. *The Time Machine and The War of the Worlds*

2 - 2" 16 rpm \$9.95

Patrick Waddington reads abridged versions of the two H. G. Wells tales of fantasy.

Voice of the Satellites. Recorded and notes by T. A. Benham. With text.

1 - 12" 1 p 33 1/3 rpm microgroove

Folksways FX-6200 (Science series)

For the teacher

Panshin, Alexei. "A Basic Science Fiction Collection". Printed in Library Journal, June 15, 1970. Published by R. R. Bowker. Copyright 1970. Xerox Corporation.

IV. SUGGESTED APPROACHES

1. One novel from the list of primary materials may be read by the entire class who could then, with the co-operation of the teacher, set up criteria for evaluation of science fiction novels.
2. Further reading may follow the seminar pattern. Each small group may choose an area of interest for further study; it may present the outcomes of that study to the entire class by any suitable method.
3. Such presentations may include original radio scripts, films, plays, murals, dioramas, and stories based on science fiction themes. It is recommended that each group make use of audio-visual equipment.
4. Science fiction films, tapes, and records are available and are appropriate for the introduction of the module, for the activities of the small groups, and for the culmination of the module.

20. TOLKIEN, FANTASY AND FOLK-TALE

I. INTRODUCTION

This module provides opportunities for students to experience Tolkien's extraordinary books plus related fantasy, mythology, and legend; to comprehend the nature and value of myth; to respond creatively to the inner world; and to enhance awareness of the magical ("runic") qualities of language.

II. BASIC REFERENCES

Tolkien, J. R. R. *The Hobbit*. New York: Ballantyne Books, 1965. \$.95

Tolkien, J. R. R. *The Fellowship of the Ring*. New York: Ballantyne Books, 1965. \$.95

Tolkien, J. R. R. *The Two Towers*. New York: Ballantyne Books, 1965. \$.95

Tolkien, J. R. R. *The Return of the King*. New York: Ballantyne Books, 1965.

(or from Methuen, 145 Adelaide Street West, Toronto 1, Ontario, \$1.25 to \$2.50 each)
Approximately fifteen copies of each of the first two books and ten of the last two likely will be needed.

III. SUPPLEMENTARY MATERIALS

By Tolkien:

Tolkien, J. R. R. *A Tolkien Reader*. New York: Ballantyne Books.

Tolkien, J. R. R. *Smith of Wootton Major*. Boston: Houghton Mifflin Company, 1967

About Tolkien:

Carter, Lin. *A Look Behind Lord of the Rings*.

New York: Ballantyne, 1969.

Isaacs, Neil D. and Rose A. Zimbardo. *Tolkien and the Critics*.

Notre Dame, Indiana: University of Notre Dame Press, 1969.

Related myth and legend:

1. Germanic and Norse:
 - a. *The Elder Edda*
 - b. *Beowulf*
 - c. *The Volsunga Saga*
 - d. *The Ring of the Niebelung*
2. Arthurian:
 - a. *Song of Roland*
 - b. White, T. H. *The Sword in the Stone* or *The Once and Future King*
 - c. Stewart, Mary. *The Crystal Cave*
 - d. Twain, Mark. *A Connecticut Yankee in King Arthur's Court*.
 - e. *Mallory's Morte D'Arthur*
3. Welsh:
 - a. *The Mabinogian*
 - b. Alexander, Lloyd. *The Castle of Lyr*.
4. Spanish:
 - a. *El Cid*
 - b. *Don Quixote*.
5. General:
 - a. Bulfinch, Thomas, ed. *The Age of Chivalry*
 - b. Carter, Lin. *Dragons, Elves, and Heroes*

Related fantasy:

Anderson, Poul. *The Broken Sword*. New York: Ballantyne, 1971.

Dunsany, Lord. *The Book of Wonder*.

Dunsany, Lord. *The King of Elfland's Daughter*.

Eddison, E. R. *The Worm Ouroboros*. New York: Ballantyne Books.

Lewis, C. S. *Perelandra*. New York: Macmillan, 1965.

Morris, William. *The Water of the Wondrous Isles*. New York: Ballantyne.

Morris, William. *The Well at World's End*. Vols. 1 & 2. New York: Ballantyne.

Morris, William. *Wood Beyond the World*. New York: Ballantyne.

Records:

Poems and Songs of Middle Earth. Phonodisc Caedmon TC 1231

Selections from Wagner's *Ring of the Niebelung*

IV. SUGGESTED APPROACHES

1. The teacher's primary function would be to stimulate interest for the first three or four chapters, then to encourage and provide for individual reactions to the books. Emphasis should be on response rather than analysis.
2. Once students are involved in the story they will read it at home. Class study can shift to whatever areas of myth the teacher and students have decided to pursue. However, students may need time in which to share, through individual or group projects, artifacts brought back from Middle Earth.
3. Studies might be based on Auden's "The Quest Hero" from Isaac's *Tolkien and the Critics*, or Tolkien's "On Fairy Tales" in *The Tolkien Reader*, or on incidents from the trilogy and related literature such as the following:
 - a. Tom Bombadil, Dionysus, and contemporary youth culture
 - b. "The Bridge of Khazad-Dum" and "Satan at Hell's Gate" from *Paradise Lost*, Book II
 - c. "The Breaking of the Fellowship" and Lancelot and Arthur from Malory, Tennyson, or Morris.
 - d. "The Choices of Samwise" and "Beowulf and the Firedrake".
4. The trilogy may provoke some of the following student activities:
 - a. studying folk tales on a common theme such as maturity, brotherly strife, ambition, or youngest brother heroes and writing one in a similar mode.
 - b. writing an "Appendix G" to the trilogy.
 - c. writing an addition to the story (what did happen to the entwines?)
 - d. writing an orc-chant.
 - e. writing music for some of the songs
 - f. performing songs
 - g. writing poetry appropriate to one of the characters of the trilogy
 - h. creating games based on the stories
 - i. drawing characters from the trilogy
 - j. painting Lothlorien, The Shire, Mordor, or the student's "second world"
 - k. studying and working in Eldarin.
 - l. exploring linguistic studies in areas such as the International Phonetic Alphabet, the Initial Teaching Alphabet, etymology.

APPENDIX I

For up-to-date catalogues of material related to the language arts, check with the following distributors.

FILM DISTRIBUTORS

Audio-Visual Systems
27 Haas Road
REXDALE, Ontario

Bellevue Film Distributors
277 Victoria Street
TORONTO, Ontario

Canadian Film Institute
1762 Carling Avenue
OTTAWA, Ontario
K2A 2H7

Canfilm Screen Service
522 - 11 Avenue S.W.
CALGARY, Alberta

Carman Educational Associates Ltd.
PINE GROVE, Ontario

Cenco-Eyegate House
2200 South Sheridan Way
MISSISSAUGA, Ontario

Coronet Instructional Films Ltd.
Unit No. 6, 2 Thorncliffe Park Drive
TORONTO, Ontario

J. M. Dent & Sons Ltd.
100 Scarsdale Road
DON MILLS, Ontario
M3B 2R8

Educational Film Distributors
285 Lesmill Road
DON MILLS, Ontario
M4P 1K1

Encyclopaedia Britannica Publications
151 Bloor Street West
TORONTO, Ontario
M5S 1T1

Gage Educational Publishing Ltd.
Brentwood Village Mall
CALGARY, Alberta

D. C. Heath Canada Ltd.
Suite 1408, 100 Adelaide Street, West
TORONTO, Ontario
M5H 1S9

Holt, Rinehart & Winston of Canada
Ltd.
55 Horner Avenue
TORONTO, Ontario
M8Z 4X6

International Tele-Film Enterprise
47 Densley Avenue
TORONTO, Ontario

Marlin Motion Pictures
47 Lakeshore Road, East
PORT CREDIT, Ontario

Modern Learning Aids
c/o Arbor Scientific
Box 113
PORT CREDIT, Ontario

Moreland Latchford Ltd.
299 Queen Street, West
TORONTO, Ontario
M5V 2S6

Maclean-Hunter Learning Materials
70 Bond Street
TORONTO, Ontario
M5B 1X3

McGraw-Hill Ryerson Ltd.
330 Progress Avenue
SCARBOROUGH, Ontario
M1P 2Z5

McIntyre Educational Media Ltd.
86 St. Regis Crescent, North
DOWNSVIEW, Ontario
M3J 1Z3

National Film Board
Main Floor, Centennial Building
10031 - 103 Avenue
EDMONTON, Alberta

Rank Film Distributors
400 New Hargrave Building
WINNIPEG, Manitoba

Science Research Associates
(Canada) Ltd.
44 Prince Andrew Place
DON MILLS, Ontario

Harry Smith & Sons
1150 Homer Street
VANCOUVER, British Columbia

Sovereign Film Distributors Ltd.
277 Victoria Street
TORONTO, Ontario

Troll Associates
c/o Grolier Ltd.
200 University Avenue
TORONTO, Ontario
M5H 3E2

Universal Education and Visual Arts
3811 Edmonton Trail
CALGARY, Alberta

Visual Education Centre
115 Berkley Street
TORONTO, Ontario

SOURCES OF FILMS ON LOAN

Crawley Films Ltd.
19 Fairmont Avenue
OTTAWA, Ontario
K1Y 3B5

(Publishes a list of films available
on free loan and cleared for tele-
vision, entitled "Directory of
Sources of Free 16 mm. Sponsored
Films").

Educational Media Division
Room 228
Corbett Hall
University of Alberta
EDMONTON, Alberta

Audio-Visual Services Branch
Department of Education
Devonian Building
11160 Jasper Avenue
EDMONTON, Alberta

(Detailed information is available in
three Catalogues: audiotape, videotape
and 16mm. film. In addition the
Branch provides a film strip preview
service).

National Film Board
Main Floor - Centennial Building
10031 - 103 Avenue
EDMONTON, Alberta

APPENDIX 2

ILLUSTRATIVE UNITS ON MAGAZINES AND NEWSPAPERS

A. MAGAZINES

An introduction to a wide range of magazines could help to develop standards and levels of appreciation.

1. Suggested Activities for Developing the Unit.

- a. Functions of Magazines. Individual or group reports in which different magazines are analyzed for content:
 - i. entertainment
 - ii. information
 - iii. comment
 - iv. advertising
- b. History of magazines (Encyclopedia Britannica, Encyclopedia Americana, etc., see Periodicals.)
- c. Types of Magazines: Quality, Slick, Pulp.

Many of the magazines which students choose will contain some stories and articles which are superficial and unworthy of analysis. Teachers cannot hope to eliminate these magazines from students' reading, but can strive to extend their range of interests so that they will find pleasure and see distinction in many kinds of expression.

Compare stories in pulp, slick, quality magazines:

- i. What are the characteristics of the typical hero?
- ii. What are the characteristics of the typical heroine?
- iii. Is the language living or cliché-ridden?
- iv. How much personality comes through the dialogue?
- v. Is it merely a simplified narrative?

Most English 23 and 33 students will not appreciate quality magazines (e.g., **Atlantic**, **New Yorker**, **Harper's**, **Holiday**) unless articles and stories are carefully selected for reading (e.g., **Atlantic** articles under "Accent on Living" are usually within their scope and interest; also an occasional poem, article or short story).

- d. An analysis of one magazine:
 - i. Short Stories
 - ii. Articles:
 - Are the non-fiction articles accurate, timely, informative, thought-provoking?
 - Are they unbiased and fair?
 - iii. Advertising
 - What proportion of the magazine is devoted to advertising?
 - Where is it placed? Why?

- What kind of products are advertised and to whom do they appeal?
- Are advertisements chiefly in black and white or in color?
- iv. Special departments: letters to editor, book reviews, movie reviews, cartoons, jokes.
- c. Artwork
 - Are many illustrations used? Why?
 - How are colors and black and white used to produce different effects?
 - How do they stimulate interest?
- vi. Cover appeal
- vii. Editorials
- e. Advertising — see the section on semantics in this guide:
 - i. Propaganda devices
 - ii. Study words, pictures, sounds used to persuade and influence
 - The exactness or vagueness of language used
 - Are the claims made for the product logical, misleading or exaggerated?
 - Are the appeals made to emotions and values that have nothing to do with the product, e.g., snobbery, status, loneliness, sportsmanship, sex?
 - What slogans are used?
 - iii. Select one advertisement
 - Is there any evidence that this product is better than others?
 - What claims are made for the product and are they supported with evidence?
 - Pick out words or phrases which sound persuasive or impressive. Criticize one of them.
 - Do you feel convinced that the product is worth buying? State reasons for or against.
 - Study pictures — how are they connected with the product?
- 2. Suggested Activities for Concluding the Unit
 - a. An oral report (or written paragraph) stating reasons for recommending a magazine.
 - b. An oral report (or written paragraph) by a student listing what he would like to see eliminated or improved in a magazine.
 - c. Have the student write a reply to a letter appearing in a magazine.

- d. Compare certain aspects of two magazines of the same type.
- e. An oral report (or paragraph) on what I should like to see in a magazine for teenagers and why.
- f. Think of a new product and draft two advertisements, one reasonable and one not, for inclusion in a good teenage or school magazine.
- g. Analyze a letter to the editor pointing out the bias or slant of the writer.
- h. Clip some short articles (not more than one page) from a magazine and paste each on a sheet of paper. Remove the titles and paste on the back. Pass these sheets out to the individual students requesting that they do not read the reverse side. Each student studies the article and writes his own headline and then compares it with the original. Class discussion follows.
- i. Students often have difficulty becoming aware of inference. Magazine jokes, cartoons, advertisements can be used effectively to develop awareness of inference. Jokes used for fillers often depend upon faulty inference for humor. Examine jokes, cartoons, advertisements.

LB 1631 Z9 A33 1975 GR-7-12
SECONDARY LANGUAGE ARTS
HANDBOOK -- /REV 1975 --

39837760 CURR HIST



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handbook. -

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